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ABSTRACT

The manual on work experience programs for special education students focuses on issues of program development and enhancement of existing services. Developed by an Arizona state task force, the manual begins with a rationale to students, employers, and the community. A model conceptualizes the career development process as it relates to handicapped students, specifying phases of community awareness, interest and job awareness, prevocational development, vocational skill development, skills application, and specialized services/referral. The manual then addresses work experience programs, which fit into the skills application phase of the continuum. Types of work experiences are described along with goals and information on student selection. Program implementation aspects covered include identification and selection of training/work stations, supervision and evaluation of students' work experience, selection of work experience coordinators, program evaluation, and curriculum and instruction. Recommended program standards are proposed. Extensive appendices include: definitions of related terms; resources, materials, and related information; sample forms; funding sources; program models and contact persons; and references and selected bibliography. (CL)

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WORK EXPERIENCE A RESOURCE MANUAL

Dean A. Petersen, Editor

JOB PREPARATION FOR SPECIAL EDUCATION STUDENTS

EC182097

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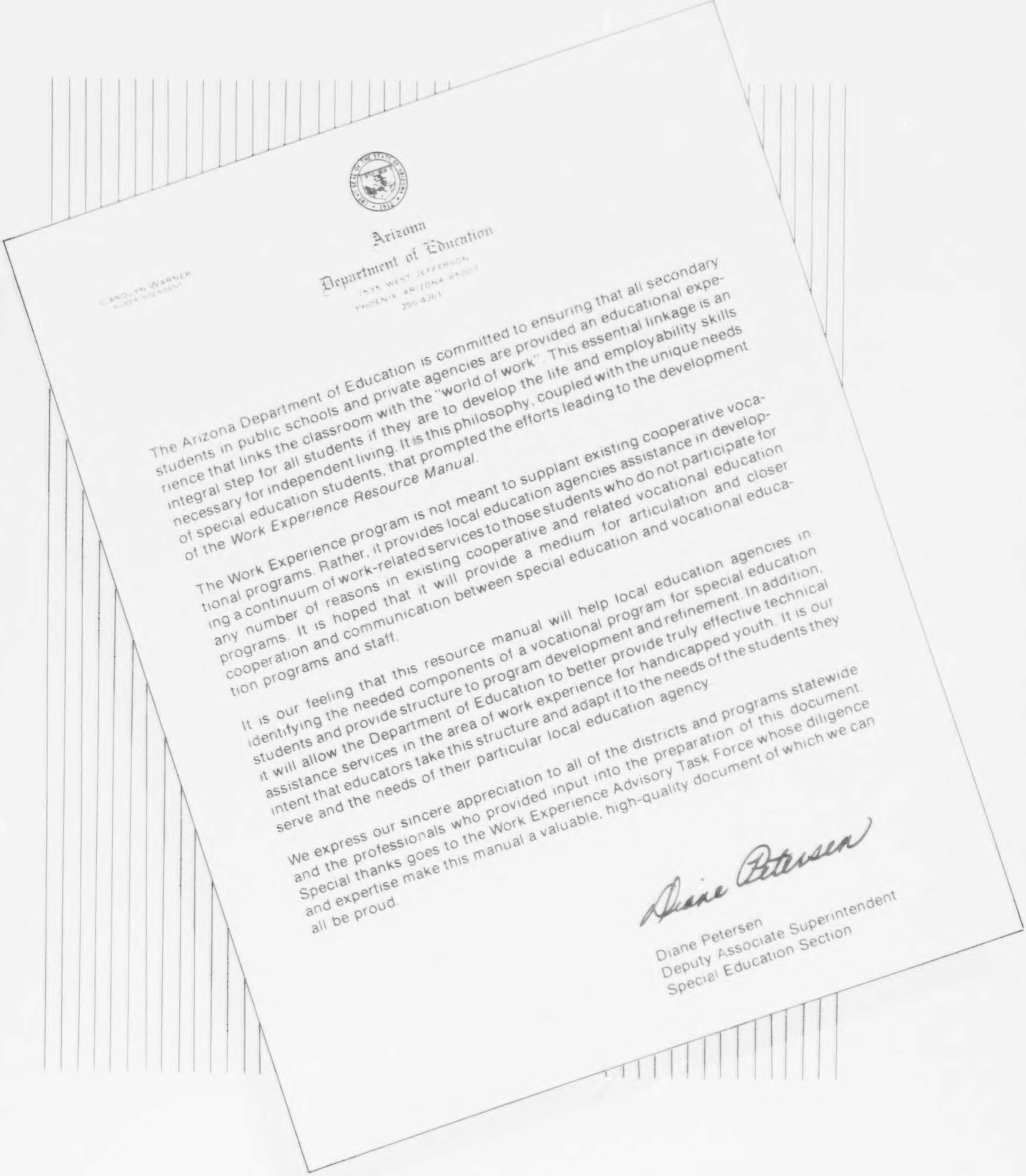

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The Arizona Department of Education is committed to ensuring that all secondary students in public schools and private agencies are provided an educational experience that links the classroom with the "world of work". This essential linkage is an integral step for all students if they are to develop the life and employability skills necessary for independent living. It is this philosophy, coupled with the unique needs of special education students, that prompted the efforts leading to the development of the *Work Experience Resource Manual*.

The Work Experience program is not meant to supplant existing cooperative vocational programs. Rather, it provides local education agencies assistance in developing a continuum of work-related services to those students who do not participate for any number of reasons in existing cooperative and related vocational education programs. It is hoped that it will provide a medium for articulation and closer cooperation and communication between special education and vocational education programs and staff.

It is our feeling that this resource manual will help local education agencies in identifying the needed components of a vocational program for special education students and provide structure to program development and refinement. In addition, it will allow the Department of Education to better provide truly effective technical assistance services in the area of work experience for handicapped youth. It is our intent that educators take this structure and adapt it to the needs of the students they serve and the needs of their particular local education agency.

We express our sincere appreciation to all of the districts and programs statewide and the professionals who provided input into the preparation of this document. Special thanks goes to the Work Experience Advisory Task Force whose diligence and expertise make this manual a valuable, high-quality document of which we can all be proud.

Diane Petersen

Diane Petersen
Deputy Associate Superintendent
Special Education Section

CONTENTS

Foreword i

Acknowledgements ii

Introduction 1

Appendices

APPENDIX A Definitions of Related Terms 37

APPENDIX B Resources, Materials, and Related Information 51

APPENDIX C Sample Forms 71

APPENDIX D Funding Sources 83

APPENDIX E Program Models and Contact Persons 87

APPENDIX F References and Selected Bibliography 105

CONTENTS

Rationale for Work Experience Programs 2

Background 2
Benefits to Students 3
Benefits to School 3
Benefits to Employers and Community 4

Career Development Program Model 5

Community Awareness 7
Interest and Job Awareness 7
Pre-Vocational Development 8
Vocational Skill Preparation 8
Skills Application 9
Specialized Services/Referral 9

Work Experience Program 11

Description 11
Goals 13

Program Implementation 14

Student Selection 14
Identification and Selection of Training/Work Stations 15
Placement of Students in Training/Work Stations 18
Supervising the Students' Work Experience 18
Evaluation of the Students' Work Experience 21
Local Advisory Committees 22
Operating Procedures 23
Coordination Time 24
Selection of the Work Experience Coordinator 25
Program Evaluation 25
Curriculum and Instruction 26
Individual Roles and Function 28

Program Standards for Work Experience Programs 34

SYMBOLS KEY

RATIONALE

The rational form of geometry -- the triangle. Stability and a lasting structure.

CAREER DEVELOPMENT

Development of a narrow focus into broad possibilities in the world of work.

WORK EXPERIENCE PROGRAM

Special education plus vocational education.
A positive sign, a plus.

PROGRAM IMPLEMENTATION

A directional sign -- what direction to take, how to achieve the full potential of the program.

PROGRAM STANDARDS

Measurement and levels of performance define standards.

OREWORD

In April 1985, the Arizona Department of Education, Special Education Section, initiated a special project to address work experience and vocational education programs for special education students. The primary concern was to address the issues relevant to the delivery of technical assistance to local education agencies. A district-level "vocational specialist" was utilized to coordinate this effort with state departmet staff.

The initial step in this development process was to conduct a comprehensive on-site visit and survey of local districts to discuss their programs/services and to obtain their input and suggestions regarding their needs and the resource manual itself. An Advisory Task Force, made up of special education staff, vocational education staff, vocational rehabilitation personnel, and parents, then took those suggestions and determined the content of the document. This involved two separate meetings and several reviews by the Task Force and interested local education agency staff. As you will see, it was a consensus that this manual could not address work experience in isolation, but rather, needed to look at the various components and services required in the career development of special education students.

The manual is designed to help you to address the pertinent issues in program development and enhancement of existing services. It is not intended to dictate, but rather, to support and structure efforts in the area of vocational education for special education students. You are encouraged to address the identified program model components and standards as you are able to, given the resources available. Finally, this manual will serve to structure the efforts of the Arizona Department of Education, Special Education Section, in providing beneficial, valuable technical assistance in the area of work experience programs for special education students. Ultimately, this will help provide quality career development services to students, which is our primary concern and goal.

ACKNOWLEDGEMENTS

This publication represents the ideas and efforts of people across the state of Arizona. It combines the perspectives of the State Department of Education with those of local education agencies and staff. The Work Experience Advisory Task Force was formed as a subcommittee of the State Advisory Committee for Special Education. Our thanks to Mr. Baron Carson, chairperson of this committee, and to its members for their interest and support. The cooperative efforts and contributions of the Task Force members are greatly appreciated. Without their individual dedication and expertise, the final document would not have become a reality.

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Our sincere thanks to John Lange, Deputy Superintendent and State Director of Vocational Education, and his staff for their interest, support, and many contributions to this project. This cooperative effort is the cornerstone of the manual and is a precedent for future collaborative endeavors.

In addition, local district administrative and instructional staff from throughout the state contributed significantly to the scope and direction of this project through their participation in the on-site surveys, initial planning stages, and in reviewing the manual. Without their sincere interest, support, professionalism, and true caring for their students, this resource manual would not have been possible.

WORK EXPERIENCE TASK FORCE

INTRODUCTION

Work experience is seen as the process and as a component of the continuum of services by which an individual student acquires the necessary life and employability skills to become a productive member of society. The philosophy behind the work experience program is one of utilizing "work" coupled with related instruction to assist young adults in the transition from student to worker. This resource manual identifies issues, concerns and program/service components that merit consideration in programming for special education students. It is intended to assist districts in program implementation and evaluation and to provide state education agency personnel with a structure for monitoring and rendering technical assistance to local programs.

The manual makes no assumptions about the extent of programs available in districts or the quantity of resources available to a local agency. Rather, it is intended to be used as a working and workable resource to identify service needs and assist in program development and refinement. Its use should create an opportunity for cooperation and communication among departments (special education, vocational education, etc.) whose common goals revolve around career development and preparation of the individual for the world of work. Each educational agency, to most effectively serve students, must devise its own methods to accomplish this network given the conditions unique to the particular situation and environment. The manual should assist other efforts in maximizing the special education students' opportunities in mainstream programs and contribute to their success in both academic and vocational course.

To assist in program development, there are certain proven standards and guidelines local education agencies ought to strive for and adhere to. The manual delineates the most integral issues and provides models and resources to utilize in this regard. In addition, each individual in a system plays a significant role in implementing work-related programs. The manual provides suggested functions for individuals at all levels. Local agencies will need to adapt these suggestions as is appropriate to their situations. Finally, educational staff at all levels should find it useful for the design and delivery of meaningful in-service and staff development training experiences and activities. All of this comes out spelling SUCCESS for special education students in preparing for entry into the world of work.

RATIONALE

The educational needs of most high school students are met through regular school programs. For these students, education provides the skills needed to adjust to change and make successful life choices. Studies indicate that traditional programs are not enough to ensure the success of the handicapped as independent citizens. Success in these programs depends on teaching skills that are often untaught in the public schools they are skills which still need to be learned. These include:

PREVOCATIONAL SKILLS	exploring vocational interests and looking for a job;
COMMUNITY ADJUSTMENT SKILLS	budgeting and managing a home;
SOCIAL/INTERPERSONAL SKILLS	making friends.
DAILY LIVING SKILLS	health, hygiene;

Work experience can serve as the vehicle through which the above skills and related vocational/employment preparation skills are taught.

Work experience programs have a basic philosophy of utilizing work experiences together with related instruction to demonstrate the interrelationship of the two and assist young adults in the transition from student to worker.

BASIC PHILOSOPHY

PLUS

WORK EXPERIENCE

RELATED INSTRUCTION

ASSISTS

STUDENT

WORKER

TRANSITION

Work serves as an "equalizer" and constitutes a potent tool for handicapped individuals to be valued for their competencies and contributions to society. Students who become gainfully employed derive benefits for themselves and in the process, the school, employers, and the community also benefit.

BENEFITS TO STUDENTS

The individual benefits because Work Experience:

Provides alternative placement programs in which handicapped students can progress towards academic and vocational goals.

Assists them in the transition from school to work through work experience and related classroom instruction.

Provides for individual learning abilities through the development of an Individual Vocational Education Plan (IVEP).

Provides student-centered activities that increase respect for legal, social and civic responsibilities.

Encourages the continuation of their education by enabling them to earn and save money through paid work experiences.

Encourages attitudes leading to self-confidence and feelings of individual worth.

Assists students to develop necessary life and employability skills.

Helps them develop competencies necessary to qualify for other vocational programs within the school and transition to adult vocational programs and services.

Helps provide real meaning to academic courses and content and assists in the generalization and application of skills and behaviors learned in the classroom. This will hopefully contribute to fewer students "dropping-out" of school.

Creates important opportunities for students to explore occupational choices in a meaningful way.

BENEFITS TO SCHOOL

The school benefits because Work Experience:

Provides a way for the school to interact with the community in a positive manner.

Uses community facilities and resources to provide training in fields the school program could not otherwise serve.

Provides a way to keep more students in school for a longer period of time.

Enables the school to keep up with developments in the business and industrial world.

Provides a direct avenue through which the school can meet community needs.

Provides an alternative work experience program for students.

Requires little or no alteration of existing school facilities or equipment.

BENEFITS TO EMPLOYERS AND COMMUNITY

Employers benefit because Work Experience:

Provides a designated Work Experience coordinator to provide on-the-job supervision and to assist in employee training through related instruction and on-the-job evaluations.

Provides a pool of part-time employees from which permanent employees can be selected at a later date.

Provides the participating employer with an opportunity to provide a valuable service to the community and school.

Provides participating employers with the opportunity to apply for available financial incentives.

Provides workers who have demonstrated good safety records, low absenteeism and less job turnover when compared to the general population.

The community benefits because Work Experience:

Provides students who might otherwise become unemployed and consequently receive public assistance with training that will help them become productive citizens and contributors to the local economy.

Improves cooperation and communication between school and community.

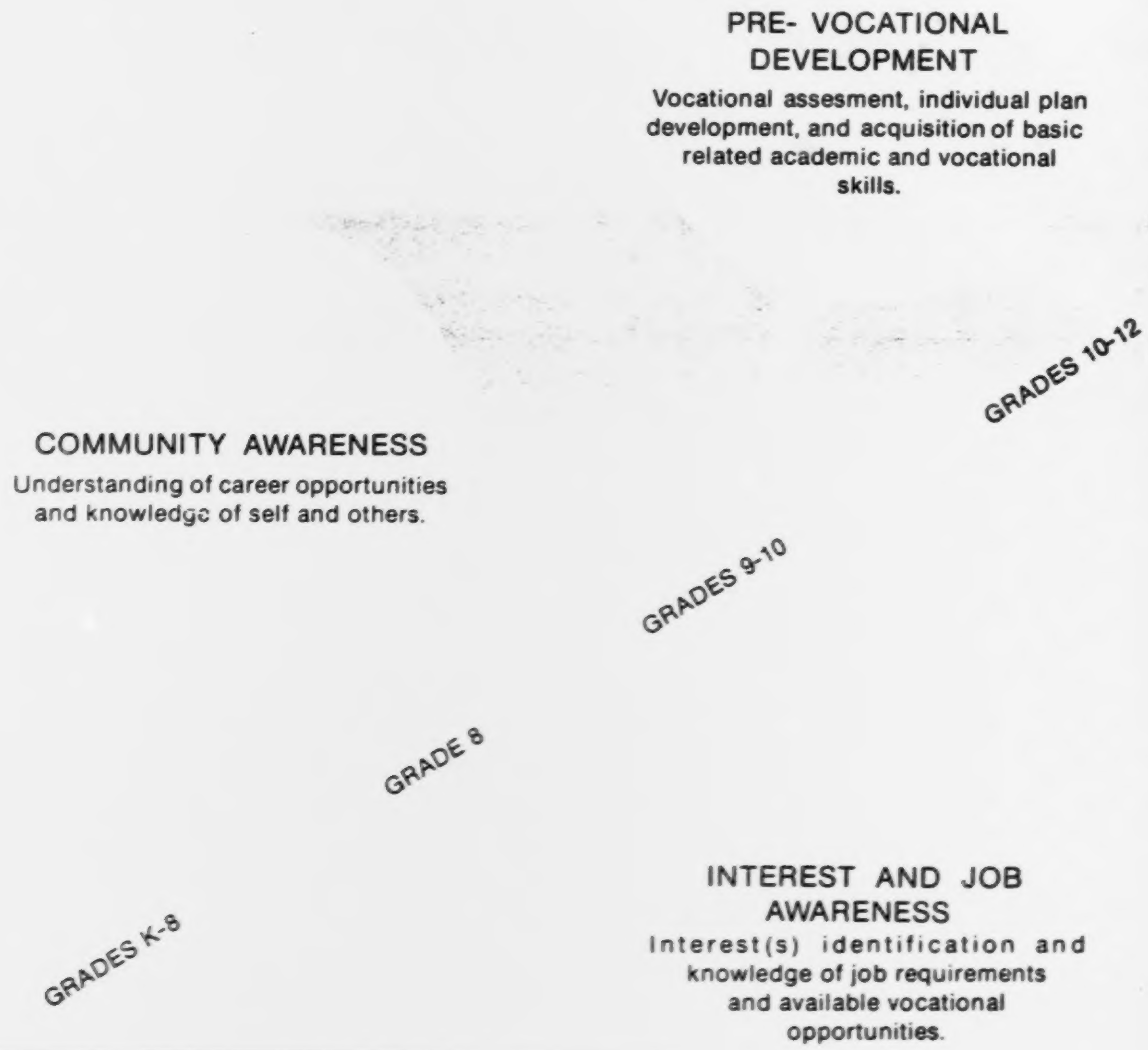
Increases the chances that young people will remain and work in the community after graduation.

Finally, one needs only consider that 50-80 percent of the working age adults with disabilities are jobless (U.S. Commission on Civil Rights, 1983; U.S. Bureau of the Census, 1982) and are consequently forced to depend on publicly funded social services. At present, these services encumber a full eight percent of the gross national product. These facts, coupled with the reality that between 10-12 percent of students leaving our schools are disabled (U.S. Department of Education, OSERS, 1984), strongly points to the need for programs and services which contribute to the career development of handicapped individuals.

With these issues in mind, the Arizona Department of Education, through the collaborative effort of the Special Education and Vocational Education sections, developed the Work Experience Resource Manual to assist local education agencies in developing and delivering a variety of services to address these pressing needs of handicapped youth. It is intended to aid districts and agencies in identifying the developing program components that are realistic in their unique situation. Additionally, it will help structure monitoring and technical assistance efforts from the State Department where appropriate.

CAREER DEVELOPMENT PROGRAM — MODEL

This conceptual framework depicts the career development process as it relates to handicapped students. It is intended to identify possible major areas of emphasis at different grade levels and to show the types of programs and services that can address each area. This model is included as part of the resource manual to represent a suggested continuum of educational experiences. The trade levels presented are not intended to be restrictive as to when these experiences can occur, but rather to show the developmental nature of the overall model. A description of each component is provided and possible materials and resources to be used are listed in Appendix B for your reference. The basis for this model framework was in part determined using *Life Centered Career Education: A Competency Based Approach* (Revised Edition, edited by Don Brolin, 1983) and further developed by the Work Experience Advisor Task Force. It is not intended to be inclusive of all possible program components, but rather to give an overview of what a comprehensive continuum of services should address.



PRE- VOCATIONAL DEVELOPMENT

Vocational assesment, individual plan development, and acquisition of basic related academic and vocational skills.

COMMUNITY AWARENESS

Understanding of career opportunities and knowledge of self and others.

INTEREST AND JOB AWARENESS

Interest(s) identification and knowledge of job requirements and available vocational opportunities.

CAREER DEVELOPMENT PROGRAM — MODEL

SKILLS APPLICATION.

Real work environment and refinement of work skills and traits. Work experience programs.

EMPLOYMENT

THE WORK ENVIRONMENT

EMPLOYMENT

GRADES 9-14

SPECIALIZED SERVICES/ REFERRAL

Utilization of outside resources and final plan development.

VOCATIONAL SKILL PREPARATION

Specific job skill/competency development.

The remainder of the manual addresses Work Experience programs, which fit into the Skills Application phase of this continuum.

Note: This continuum is not in any way restricted by the grade levels indicated, but identifies essential educational experiences and developmental steps. The titled categories do not exist in isolation, nor are they intended to be mutually exclusive as to the activities described in each. There may, in fact, be overlap of activities.

COMMUNITY AWARENESS

Here the intent is to provide students with the opportunity to acquire an initial understanding of themselves, others, and then the world of work. They should become aware of career opportunities that exist and become familiar with the requirements and related preparation for these alternatives. Finally, the benefits of work itself and specific career options ought to be looked at as well as beginning the mastery of independent living skills.

During this awareness stage, students must learn to understand, accept, and respect their own uniqueness as individuals. They should begin to gain an understanding of their own abilities, values, aspirations, and interests. It is essential that students be given positive reinforcement, motivation, and generally experience success leading to self-confidence. This is essential for further personal and career development. Concurrent with these necessary experiences, there must be the opportunity to appropriately interact with others and respond to various social situations leading to the development of essential interpersonal skills.

Many students have a very limited level of job awareness. Consequently, during this early experience, it is essential to learn about the world of work, specific career opportunities, and the related requirements for those alternatives. Field trips, speakers, films, literature, and other experiences should be available.

Finally, all students have the potential for becoming independent or semi-independent citizens and most will become home managers/makers. It is an integral part of their early educational experience to begin to look at home management skills, personal finances, family/children, food and clothing issues, and community involvement and activities. In addition, individuals need to consider and begin to gain a workable balance between vocational and avocational activities.

INTEREST AND JOB AWARENESS

As students learn about themselves, it is important that assistance be provided to help them examine their individual interests and abilities and begin to develop realistic career choices. Information must be provided regarding specific occupational requirements and the related coursework essential for successful preparation in selected career areas. Students and their families should be given information regarding courses and other opportunities available to them in high school. They should know the skill requirements for these courses and any other conditions affecting their participation. These educational activities and information will help students make more informed decisions regarding their secondary education and, as a result, make choices that enhance their preparation for entry into the world of work.

PRE-VOCATIONAL DEVELOPMENT

As a student enters high school, the need for further knowledge of one's own strengths and limitations becomes primary if effective planning and decision making is to be possible. A comprehensive vocational assessment can be used as a tool to gather such information and should be viewed as an on-going process for a student. As indicated in the *Arizona Model for Vocational Assessment: A Procedural Guide*, there are six basic areas to be addressed during a complete assessment. These categories are: job awareness, needs, interests, skills and abilities, work habits, and daily living skills. A number of approaches are suggested that utilize both formal and informal techniques and involve a variety of school personnel. It is with this information that an Individual Vocational Education Plan (IVEP) can be developed identifying related academic classes, vocational courses, and support services. This plan can be separate or developed as a component of the student's Individual Education Plan (IEP). The major purpose of the identified goals and objectives at this point should be to assist the student in acquiring the basic academic and vocational skills needed to enter into a vocational preparation and skill development program.

VOCATIONAL SKILL PREPARATION

The transition from student (school) to worker (job) requires the possession of marketable skills to be made most effective. When a student acquires the necessary basic academic and vocational skills, the next step is to target the development of the related academic and job skills required for an occupational area. The specific vocational objective should be based on an on-going assessment process and contained in the Individual Vocational Education Plan (IVEP). This can be accomplished best by using a competency-based vocational education approach. This allows a student to enter at his/her own ability level and to progress through the skill sequence as far as is commensurate with his/her abilities. This particular vocational skill preparation for the handicapped student can occur in a variety and along a continuum of vocational educational programs. These include:

REGULAR VOCATIONAL EDUCATION

ADAPTED VOCATIONAL EDUCATION

INDIVIDUALIZED VOCATIONAL EDUCATION

SPECIAL EDUCATION/VOCATIONAL EDUCATION

POSTSECONDARY VOCATIONAL EDUCATION

Please refer to Appendix A, Definitions of Related Terms, for descriptions of the above programs.

SKILLS APPLICATION

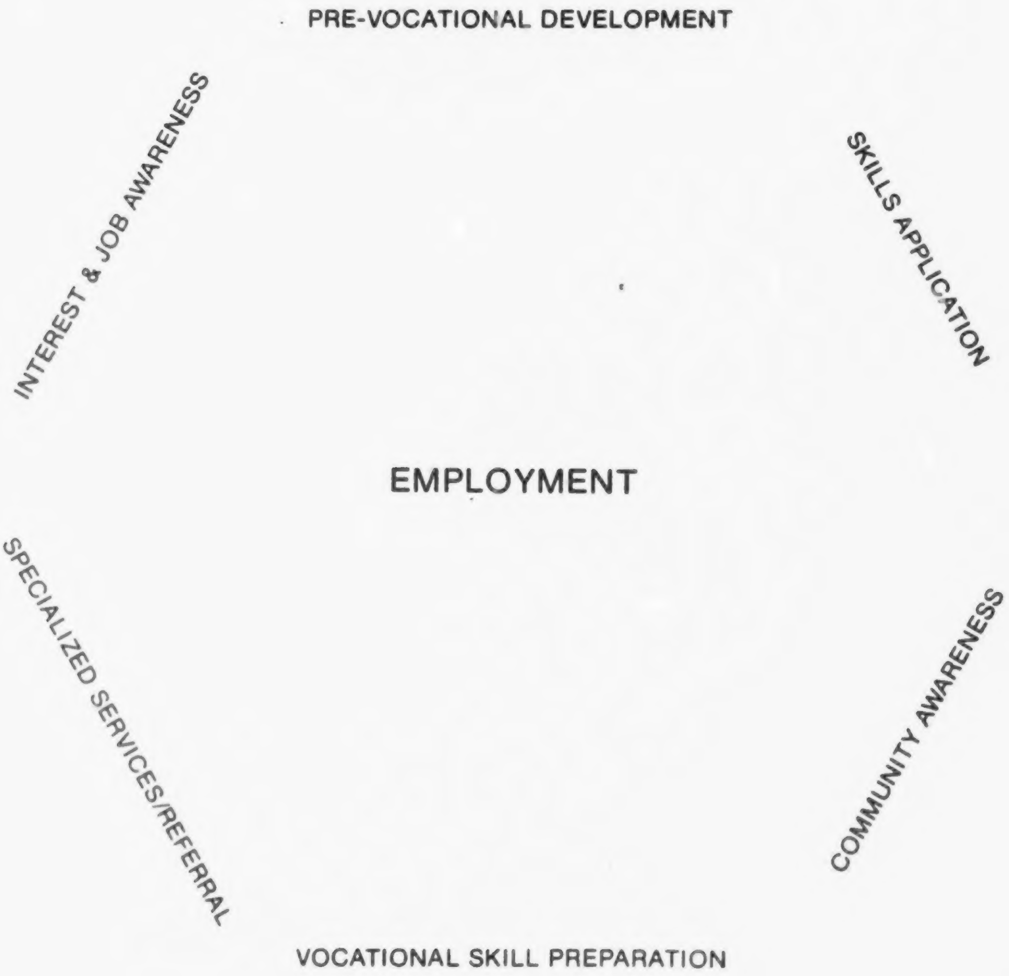
In order to allow handicapped students to be aware of the "real world of work", they must be given the opportunity to apply their skills in a work environment. It is at this point in the career development program model that the concept of work experience is appropriate. The primary emphasis of this process is to assist students in developing the necessary life and employability skills for independent living. This is most effectively accomplished by utilizing real work as the major intervention and developmental strategy. In doing this, the individual is better able to develop appropriate work behaviors and job-readiness skills. The actual work experience, coupled with related instruction to reinforce or provide new skills, completes a comprehensive approach to preparation of the individual. Additionally, this instruction and these experiences should target independent living skills tailored to individual abilities. This program component and the model, as a whole, will allow education to be more responsive and consider the whole person and his/her total career needs. This will help them to function as a productive citizen, volunteer, family member, employee, and participant in beneficial avocational activities.

SPECIALIZED SERVICES/ REFERRAL

Special education programs attempt to meet the needs of a wide variety of disabled individuals. In so doing, the entire spectrum of academic, vocational, and support services should be a part of the total service delivery system. Usually, these services are provided by the school system itself. However, in addressing the transition of students from school to work, it is prudent and sometimes necessary to use outside resources available in a particular community. The initiation of such efforts would be determined based on the individual student needs. It is considered an essential function of the school system to provide students and their families with information regarding available community resources and, when appropriate, to make direct referrals and establish linkages with these agencies/services. Ultimately, such a network will ensure that the transition of students to workers will be as smooth as possible and that all resources are accessible and utilized by handicapped youth.

The ultimate outcome of this Career Development Program Model and continuum of services is employment for each individual commensurate with his/her skills and abilities. This opportunity for work, coupled with the acquisition of needed independent living skills, will enable each participating student to become a contributing member and active citizen of our society.

Note: For references and possible contact people providing a variety of services related to this program model, refer to Appendix E.


PRE-VOCATIONAL DEVELOPMENT
SKILLS APPLICATION
COMMUNITY AWARENESS
VOCATIONAL SKILL PREPARATION
SPECIALIZED SERVICES/REFERRAL
INTEREST & JOB AWARENESS
EMPLOYMENT

DESCRIPTION

Work Experience is seen as the process and a component of services by which an individual student acquires the necessary life and employability skills to become a productive member of society. The philosophy behind the program is one of utilizing "work", coupled with related instruction, to assist young adults in the transition from student to worker. The Work Experience program is not meant to supplant existing cooperative vocational programs. Rather, it provides local education agencies assistance in developing a continuum of work-related services to those students who do not participate, for any number of reasons, in existing cooperative and related vocational education programs.

The following information presents recommended practices for the development and implementation of a work experience program. Local education agencies will need to adapt these "best" practices as is necessry and still be in compliance with the Program Standards delineated on page 34 of the manual. Work Experience provides students an opportunity to perform tasks and develop skills in an actual work environment. Utilizing information obtained through vocational/career assessment, an individual plan is developed establishing goals and objectives for each student's high school education that are tailored to individual needs and abilities.

The student's experience in the world of work takes place in either a sheltered or competitive job environment. The continuum of optional experiences is as follows and places emphasis on the growth and transitional nature of the work experiences:

NON-PAID CAREER EXPLORATION

Initial work exposure for students who need to develop essential work-related skills, but who are not ready to be employed competitively and/or put in an uncontrolled and unsupervised work environment. One example of such a work experience would be placement as a helper in the school cafeteria or maintenance department where the student was not paid. Another possibility is job shadowing out in the community where a student follows a worker performing his/her duties and observes the work environment. Again, the student receives no pay for this experience and performs work tasks, under close supervision.

SUBSIDIZED SHELTERED EMPLOYMENT

A work experience that takes place in a sheltered workshop or other noncompetitive environment. The experience is subsidized by the school district and/or other funding source and the individual is paid commensurate with his/her abilities and typically based on a comparison to industrial standards.

SUBSIDIZED EMPLOYMENT (TRAINING)

A work experience where an individual is placed in a competitive work environment. The employer is willing to provide the opportunity for training/work, but is not able to employ the person. Wages or other compensation are paid by the school district or other sponsoring agencies/programs and are based on individual abilities. Examples include Job Training and Partnership Act (JTPA) work placements and certain on-the-job training programs that can be set up by special education and/or vocational education.

NON-SUBSIDIZED EMPLOYMENT(TRAINING)

A work experience in a competitive work environment where the employer agrees to employ a student and provide him/her with all necessary training. Individual is paid a regular wage and may be provided with additional benefits as available and appropriate.

GOALS

To assist students in developing positive attitudes toward education and employment.

To assist the student in developing life and employability skills.

To assist the student in developing competencies necessary to qualify for other vocational programs within the school.

To assist the student in developing self-confidence and feelings of individual worth.

To provide the student with opportunities for job and career exploration.

To encourage the student to continue his or her education.

To assist the student's transition from school to work.

To assist students in developing realistic plans for obtaining success and advancement in present positions when appropriate.

To help students be aware of available community resources and to make direct referrals of students for services when appropriate.

STUDENT SELECTION

Students enrolled in the Work Experience program are identified through the cooperative effort of school guidance counselors, administrative staff, classroom teachers, community social services, parents, and the Work Experience coordinator. The exisiting Multi-Disciplinary Committee process is employed in any placement decisions.

STUDENTS WHO ARE ELIGIBLE FOR SELECTION:

Are 16 years of age or older.

Are receiving special education services and express a desire to be in the program.

Are not participating in regular cooperative programs.

Have received a vocational/career assessment. This assessment may utilize both formal and informal techniques (interviews, work samples, situational assessment, etc.) and should gather information about students' interests, skills, abilities, needs, work habits, and behaviors. Refer to the *Arizona Model for Vocational Assessment* or other available materials for further assistance.

An individual plan has been developed recommending the students' participation in the Work Experience program.

Note: Please refer to existing state and federal labor laws and regulations regarding age restrictions. Related experiences may be provided to students prior to age 16.

All students referred for enrollment in the program should be interviewed by the Work Experience coordinator so that the program can be thoroughly explained.

The Work Experience coordinator must also obtain the parents' or guardians' permission for the students to participate in the program. This permission must be granted before the student is enrolled.

IDENTIFICATION AND SELECTION OF TRAINING/WORK STATION

The major objective in selecting a training/work station is to design a framework within which effective learning will occur. Effective work experiences do not just happen. It is the result of careful selection and training of supervisors and properly placing students.

The Work Experience coordinator's responsibility is to develop a variety of training/work stations within the community, making it easier for student placement. These stations can be developed within or outside the local education agency and can be in a sheltered or a competitive work environment. The following considerations need to be looked at by the Work Experience coordinator when selecting prospective training/work stations, regardless of the nature of the site (business, workshop, etc.):

What are the firm's present employment practices?

What is the firm's reputation in the community?

Does the firm presently have an ongoing training program for its employees?

Is the employer willing to cooperate with the school?

Is the employer willing and able to provide satisfactory hours and wages where appropriate?

Does the firm have the facilities and equipment necessary to provide good learning experiences?

Are company personnel qualified and willing to work with and train the Work Experience/student?

Is the company or business hazardous or injurious to health?

Does the firm comply with state and federal wage and labor laws?

Is the firm accessible to main routes of transportation?

Is building/facility barrier free and architecturally accessible?

There are other considerations the Work Experience coordinator can evaluate, but these are the central basic issues. Once an employer or facility has shown the potential to serve as a training/work station, the coordinator often has to convince the employer to participate.

SECURING GOOD TRAINING STATIONS involves a four-phase approach

Developing a list of prospective training/work stations and identifying contact people.

Promoting program to qualified, interested business and facilities.

Giving a sales presentation.

Selecting appropriate businesses and stations based on program's criteria.

PHASE 1: DEVELOPMENT OF PROSPECTIVE TRAINING/WORK STATION LIST

Compile a list of businesses and facilities in your geographic area that can serve your students' interests and identify individuals to contact in each business. Sources to use include:

Business Directories
Chamber of Commerce
Telephone Book
Staff Members
Service Clubs
Parent Groups
Other Coordinators in your School
Advisory Committee
Mail Directories
Community Services Handbook
Trade Unions

PHASE 2: PROMOTION AND QUALIFICATION

Since the Work Experience program might be new to your school, a promotional letter from your school superintendent, principal, or advisory committee will help to advertise the program. It will not only advertise, but will also assist you in qualifying prospective sponsors when you contact them individually.

Brochures and radio and television spots may also be an effective means of promoting your program within the community.

PHASE 3: THE PRESENTATION

Once a prospective training/work sponsor has been identified, the Work Experience coordinator must be able to "sell" the program with conviction. It is very important that the prospective employers have a realistic picture of the type of student they will be dealing with. It will take a special type of person to deal with youth who are in the Work Experience program. Perhaps that may be the single most important point to make—the great contribution that they, the employers, will be making by providing youths the opportunity for essential work experiences. The Work Experience coordinator should attempt to appropriately match student abilities with the identified training/work stations.

A guideline for the Work Experience coordinator's presentation follows. Consideration should be given to utilizing audiovisual materials and other modes of presenting information.

INTRODUCTION:

Introduce yourself, your program, and your purpose.

PRESENTATION:

Explain the Work Experience program and how it differs from other work programs.

Explain the goals of the Work Experience program and the benefits of the program to the prosepective training sponsor.

Describe the students in the program and the prospective sponsor's role in their training.

Stress the support services available, including on-the-job supervision by the Work Experience coordinator and the related instruction.

PROVE YOUR BENEFITS:

Use testimonial letters from advisory committee members and/or lists of current satisfied training sponsors. Utilization of placement statistics, job retention, and cost-benefit data as related to employment of the handicapped might also be valuable.

CLOSE:

Close your presentation on a choice ("Which day is more convenient for you to conduct interviews, Monday or Tuesday?"; I have 10:00 a.m. on Monday or 2:00 p.m. on Wednesday, which would be best for you?)

Use an assumption close ("How many students would you like to interview?"; I have five students who would work out great. How many would you like to interview?).

PHASE 4: SELECTION BASED ON YOUR CRITERIA

The intent of the Work Experience program is to provide the student with an adjustment to the world of work, as well as a meaningful education experience. Placement is made in any area of work that may fit the student's interests, skills, or maturity level. It is generally at the single-skilled or semi-skilled level. Some examples might be jobs in the fast-food chains, as grocery clerks or carryout, and as gas station attendants. For students who are at a level prior to competitive, community-based employment, intradistrict placement in school cafeterias, grounds work, maintenance, and other such areas might be considered. In addition, sheltered workshops and other such facilities can be utilized as training/work stations. The principles for station development that apply to employers also ring true for these types of sites. It is important to keep in mind that the Work Experience coordinator's responsibility is not to "get the students a job" necessarily, but rather to be aware of suitable training/work stations and to assist students and others in pursuing application for positions and appropriate placements.

PLACEMENT OF STUDENTS IN TRAINING STATIONS

Once the Work Experience coordinator has established that a business or facility is qualified to become a training/work station, the task of placing students on the job begins. A definite sequence of activities takes place and is frequently repeated during the school year. It should be noted that a training sponsor will appreciate a coordinator's organization and professional approach. The following is a sequence of activities the Work Experience coordinator should follow in securing interviews and placements:

DETERMINE THE TYPE OF INDIVIDUAL the employer wants to interview and set appointments during the initial coordination visit.

SELECT AND PREPARE A FEW STUDENTS for the interview with the employer. The Work Experience coordinator should counsel students on the application process, interview techniques, and appropriate dress. Students should attend the interview equipped with the following:

the Work Experience coordinator's business card
student introduction sheet
personal data sheet

CONFIRM APPOINTMENTS with employers

SEND STUDENTS ON INTERVIEWS when appropriate and keep records.

FOLLOW UP INTERVIEWS IMMEDIATELY and solicit feedback about students who were not hired for use in future preparation.

PASS ON HELPFUL SUGGESTIONS to those students who were not hired.

ARRANGE FOR REQUIRED PAPERWORK for students who are hired. This may include social security cards; federal, state and local tax records; training plans and agreements; and other related employer/facility required paperwork.

SUPERVISING THE STUDENT'S WORK EXPERIENCE

One of the major responsibilities of the Work Experience coordinator is to make each student's work experience an effective teaching/learning experience. A system of regularly scheduled supervisory (coordination) visits to each training station in which students are placed helps to accomplish this goal. During these visits, the coordinator can work with students, training sponsors, and/or employers to solve problems, plan training activities, and evaluate student progress.

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SUPERVISORY VISITS - PURPOSE

Supervisory visits are more effective if they have a specific purpose. In the early stages of the program, supervisory visits should be organizational in nature to:

Ensure that the student, employer, and other involved persons clearly understand the philosophy, goals, operations, and individual roles and responsibilities in the Work Experience program.

Ensure the development of a training plan and the appropriate updating of the individual plan.

Provide assistance in developing training ability of on-the-job sponsors.

Ensure that the job site meets the legal requirements of a training station.

Scheduled supervisory visits *routinely* made during the year focus on the students and their progress on the job. The visits should include discussions with training sponsors and observations of the student's job performance. The Work Experience coordinator then can accomplish the following:

Evaluate student progress.

Determine additional training needed for on-the-job and related instruction activities.

Adjust student's training plan if necessary.

Decide if any problems exist and implement appropriate plan of action.

Decide how adequate the training program is.

The list below of *qualifying purpose* will aid the coordinator in planning visits (after the student/learner is placed on the job). The purpose of the visit is:

To conduct a training sponsor orientation meeting.

To design the training plan for the current grading period.

To secure the student program report and evaluation for the current grading period.

To resolve problems or differences between the student/learner, employer, and other employees.

To inquire about and adjust problems of poor attendance.

To adjust problems of job rotation.

To check any employer practices that may not be permissable for the Work Experience student.

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TECHNIQUES FOR VISITING TRAINING STATIONS

Professional etiquette should always be observed when dealing with the business community. Some recommended strategies for developing and maintaining a professional public image are listed below.

SUGGESTED "DO'S"

Do visit the employer and the training station by appointment.

Do explain to the training supervisor the purpose of the coordination visit.

Do maintain the conference in a businesslike, professional manner.

Do require that the training supervisor evaluate the student's progress at periodic conferences.

Do maintain a diary or record of training station visits.

Do keep all information and records concerning the place of business confidential.

Do express appreciation for the cooperation given by the employer and training supervisor to your program.

SUGGESTED "DON'TS"

Don't become involved in controversial issues with the training supervisor, particularly those involving school board policies and procedures.

Don't interrupt or interfere with the student/learner's work performance.

Don't call attention to errors while visiting the student. Do this in private.

Don't request a conference when the employer or training supervisor is obviously busy.

Don't expect the training supervisor to teach and evaluate the student/learner without guidance from the teacher.

FREQUENCY OF COORDINATION VISITS

The frequency of coordination visits to training stations will vary. As a general rule of thumb, the Work Experience coordinator should visit the training station once every three weeks. More frequent visits may be necessary during the initial training period, or if students are having problems on the job.

EVALUATION OF THE STUDENT'S WORK EXPERIENCE

Near the end of each grading period, the Work Experience coordinator should make a coordination visit for the purpose of having the training sponsor evaluate the student's work experiences. This evaluation should be based on the objectives, duties and instruction outlined in the training plan. It is suggested that the coordinator arrange for evaluation conferences between the student, the training sponsor, and coordinator to assess the student's progress and performance.

The Work Experience coordinator is responsible for making sure each training sponsor fully understands the evaluation process, the criteria, and the schedule for assessing student performance. Coordinators may also consider using student self-evaluation in determining grades.

Work Experience coordinators should follow the local education agency's policies related to the issuing of grades. The following criteria should be considered in the evaluation process: ✓

Personal hygiene, grooming neatness, cleanliness.

Human relations, honesty, courtesy.

Attendance, punctuality.

Social adjustment, getting along with workers, taking criticism.

Occupational adjustment, pride in work, initiative, completion of tasks, ability to follow job procedures and directions, accuracy in work observaiton of rules, use of equipment, and ability to work without supervision.

REASONS FOR EVALUATION

Regular evaluations give Work Experience coordinators a constant check on the progress students are making in their adjustment to the world of work.

Evaluations give students an insight into their own progress and will build confidence in their ability to function in different situations.

Evaluations are required by local education associations and in school programs, a progress grade must be given.

Evaluations allow the coordinator to address problems and concerns before they become major issues.

Evaluations provide valuable needs assessment data and assist in future planning efforts.

LOCAL ADVISORY COMMITTEES

It is recommended that each Work Experience program establish its own advisory committee. The general function of an advisory committee is to provide guidance and support for the Work Experience program. An active advisory committee can be a sounding board for the ideas and problems, as well as a strong public relations arm within the community.

Committee members may include, but not be limited to, training sponsors, community resource people (e.g., human service agencies), parents/guardians, and others representing various aspects of the program. School staff and administrators serve as ex officio members only.

The advisor committee should meet at least two times a year. Meetings with a written agenda should be scheduled in advance by the chairperson. It should be noted that an advisory committee functions as an advisory group, not a policy making body.

✓ **Specific functions of the advisory committee are defined by the Work Experience coordinator and school administrators through an annual program of work. Some traditional areas of involvement for advisory committees include:**

INSTRUCTION

Conducting community surveys.

Making labor market studies.

Reviewing the relationship between the knowledge, skills, and attitudes being taught and the needs of potential employers.

Examining the length of courses, the sequence in which content is presented, and the time distribution within the course.

Advising on the educational value of different types of cooperative work experience.

TECHNICAL ASSISTANCE

Providing opportunities to upgrade the teacher's technical skills and knowledge through summer employment.

Serving as, or arranging for, a guest instructor(s).

Securing funding from outside the school system or institution to assist the teacher in attending professional and industrial meetings at regional and/or national levels.

Obtaining subscriptions to trade magazines and membership in professional organizations.

Reviewing program budget requests.

Arranging meetings to develop cooperative relationships between the teacher and representatives of business and industry.

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Assisting with placing students for work experiences.

Helping students obtain part-time employment during the school year and/or summer employment.

Helping students obtain employment after graduation.

Obtaining instructional supplies and equipment.

Securing charts, models, and other exhibits.

SCHOOL AND COMMUNITY RELATIONS

Assisting with long-range planning.

Establishing and/or maintaining a current library of visual aids, magazines, and books concerning the occupation.

Serving as speakers at civic clubs, open houses, and career days to tell the story of the Work Experience program.

Providing news releases to industrial magazines or newsletters.

Providing news releases for the pubic media.

Attending meetings to support vocational education.

Assisting with the screening of students applying for admission into the Work Experience program.

Providing guidance literature to the teacher, counselors, and students.

Evaluating the instructional program.

OPERATING PROCEDURES

STUDENT TIME SCHEDULE:

A minimum of 200 minutes per week of related instruction is recommended. This will vary depending on whether an actual class is offered, LEA credit policies, and will likely decrease as the student progresses. This could occur on or off campus, and should occur concurrently with the work placement.

The balance of the school day is devoted to required courses for graduation taught by other teachers and possibly the Work Experience coordinator, depending on teaching load and other staff responsibilities.

A minimum of five hours a week shall be devoted to work experiences. It is recommended that more hours of involvement occur as is possible with the individual student participants.

SCHEDULING

It is recommended that scheduling be flexible so that no student is tracked into a tight schedule until graduation.

Scheduling should permit the students to move out of or into Work Experience as needed.

STUDENT RATIO

Where a related class is taught, a maximum of 16 to 1 pupil/teacher ratio is recommended.

The Work Experience coordinator's student load for on-site supervision will vary as follows:

Part time:	16 students	Full time:	30 students

This could also vary depending on student disability groups involved and the mix or grouping of students in the program.

GRADING

It is recommended that grading be done in the same manner as with other subjects in the school system, with emphasis on success. Consideration could also be given to alternative grading approaches such as pass-fail, and employer evaluations could be used to assist in grading.

School transcripts should show the student has participated in a Work Experience program.

REGULAR AND SUMMERTIME CREDITS

The local education agency decides what credit is given for the related instruction and the work experience component.

Summertime credit, if offered, should be based upon regular summer school credit given in the school system. (This may be an excellent way to retain students who drop out during summer.)

COORDINATION TIME

The development and maintenance of the work placement component are the most vital segments of the Work Experience program. It is the school's link with the business community and should be managed competently, enthusiastically, and professionally. With careful attention and guidance by the Work Experience coordinator, a positive image of the school's academic programs can be fostered within the business community.

The Work Experience coordinator is responsible for coordinating the student's job activities with the training sponsor. The effect of these coordination activities is to assure, through counseling with the student and training sponsor, that the goals established in the student's training plan are being met.

The local education agency should assign coordination time for the Work Experience coordinator in blocks of time large enough for effectively contacting employers. A two-hour daily block of time should be provided for the full-time coordinator to optimally operate the program. Final staff allocation and time will be determined by the local education agency.

SELECTION OF THE WORK EXPERIENCE COORDINATOR

A good Work Experience coordinator is probably the single most important component in a successful program. The coordinator serves as the liaison between the school, family, employer, and community agencies. In this capacity, the coordinator must have a sincere interest and desire to work with the types of students enrolled in the program.

The *minimum qualifications* for a Work Experience Coordinator should include:

Graduation from an approved college or university with specialized training in education, special education, vocational education, or guidance.

Minimum of one year of successful teaching experience or equivalent.

Special Education Certification.

Training and instruction as a Work Experience coordinator through in-service, college course, or other credible means.

Background and experience in working with handicapped students, preferably at the secondary level.

Knowledge and ability to relate basic skills to occupational training and work experience.

Demonstrate a working knowledge of vocational education, related legislation, and programs.

Demonstrate both good oral and written communication skills, as well as effective interpersonal skills.

PROGRAM EVALUATION

Evaluation is an integral part of the Work Experience program. Periodic evaluations will reveal areas of strength, as well as areas needing revision and improvement. Plans for implementing the results of assessments should be developed following each local evaluation. The State Department of Education, Special Education section, will conduct monitoring visits and evaluation of district programs and services every three years. For specific information regarding this monitoring process, local school agencies should contact the Arizona Department of Education.

In addition, locally planned evaluation of the Work Experience program should be an ongoing process. Evaluations can be made by students, administrators, employers, advisory committee, and the Work Experience coordinator.

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Areas that should be examined by the locally planned evaluation include:

Student selection process

Student training stations

Student follow-up data

Related instruction

Public Relations

Advisory Committee structure and functions

Facilities and instructional resources

State and Federal Regulations

Policies and attitudes regarding Sex Equity

Parent/Guardian involvement

Follow-up of program completers

CURRICULUM AND INSTRUCTION

The Work Experience curriculum should provide students with experiences that will enable them to meet the instructional objectives of the programs

Work Experience coordinators will be facing a wide range of student abilities, skills, and learning speeds. Curriculum and instructional techniques, therefore, must be flexible to meet the individual needs of students, and revised periodically to reflect pupil and environmental change.

One method of determing needs and abilities is by using the Individualized Vocational Education Plan (IVEP). The IVEP provides a way to organize available information about an individual student, arrive at decisions concerning vocational and educational goals, and develop a plan to successfully achieve the goals that have been set. The individual student for whom the IVEP is being developed, the student's parents, counselors, and teachers may all contribute to the planning process.

A key consideration in developing an IVEP is the vocational assessment of each student. The Arizona Department of Education has identified the following six areas as those needing to be measured to allow for adequate planning:

Job Awareness

Needs

Skills and Abilities

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Work Habits

Interests

Daily Living Skills

The *Arizona Model for Vocational Assessment: A Procedural Guide* is available to Work Experience coordinators and local education agencies to assist them in student assessment and the formulation of IVEPs. For more information on assistance in developing a vocational assessment method for your school, contact the Arizona Department of Education.

In many Work Experience programs, students will be enrolled for more than one year. This places a responsibility on the Work Experience coordinator to organize the related instruction in such a manner that students progress beyond the materials presented the first year. Also, several students may enroll in the program late and, therefore, miss units of instruction that must be made up.

The curriculum, if it is to accomplish the instructional objectives of the Work Experience program, must include competencies that will provide life and employability skills. The following broad instructional areas are suggested topic headings for related groups of competencies.

Program Orientation

Seeking, Obtaining, and Terminating Employment

Work Adjustment (Human Relations, Job Safety, Labor Laws, etc.)

Self-concept (Grooming and Hygiene)

Social Behavior

Personal Inventory

Vocational and Career Exploration and Planning

Money Management

Community Awareness

Role of the Family

Leisure Time Activities

Instruction in Math, Reading, and Language Arts Related to Work Experience Activities

Transportation and Mobility Skills

Specific Skill Development and Preparation

APPROACHES TO INSTRUCTION

In order to provide students with experiences that will enable them to accomplish the instructional goals of the Work Experience program, careful planning must accommodate varying learning speeds, interests, backgrounds, and lifestyles. This creates a unique challenge for the Work Experience coordinator. One suggested approach to instruction is *competency-based instruction.*

Competency-based instruction, as defined in the Arizona Vocational Education Model, is an approach to an instructional system that emphasizes the student developing and demonstrating specified skills (competencies) as measured by performance tests. Competencies refer to achievement of the knowledge, skills, and attitudes requied by a worker to perform a given occupational task.

Competency-based instruction lends itself very well to meeting the goals of the student's IVEP. Instruction can be accomplished with the class as a whole, in small groups, or on an individual basis with each student proceeding at his or her own pace. A combination of these approaches is also possible with competency-based instruction.

✓ Competency-based instructional materials and technical assistance in implementing their use are available through the Arizona Department of Education.

Other points to consider in the instructional process are that:

Time should be allotted as part of the Work Experience class to provide instruction in reading, writing, and mathematics related to the work experience activities.

Time is allotted for individual and group guidance and instruction.

Opportunity is provided to develop career and vocational objectives for students through the use of guest speakers, field trips, projects, and related job assignments.

Performance goals that are easily understood and achievable should be established.

The curriculum should be based on increasing standards of student performance.

There should be easy access into the Work Experience program and no limit on vertical mobility in skill training or continuing education.

INDIVIDUAL ROLES AND FUNCTION

The Work Experience program provides local educational agencies with an opportunity to provide a valuable educational experience for eligible students. The cooperation and support from all involved agency staff and program participants is important if the program is to be effective. The success of the Work Experience program is directly related to the degree individuals understand and carry out their responsibilities. Of equal importance is the degree to which a cooperative spirit and open communication network exists between vocational education and special education. This cooperation will allow free exchange of information and expertise and ensure maximum utilization of available resources to provide quality programs and services to students. The responsibility for the development of this collaboration needs to be addressed and assigned to appropriate individuals. The following list indicates the major responsibilities of involved people, but should not be considered all inclusive.

SUPERINTENDENT OF SCHOOLS

Establish policy of joint collaboration and if necessary, formalize methods for accomplishment.

DIRECTORS, SPECIAL EDUCATION AND VOCATIONAL EDUCATION

Establish written procedures and policies regarding community placement, student selection, follow-up scheduling, and other operational concerns. If necessary, these will be approved by the local governing board.

Disseminate program standards and curriculum materials.

Schedule in-services with administrators, instructional staff, and others.

Define staff responsibilities: assessment, placement, etc.

Coordinate activities necessary for maintenance of program(s).

Conduct program evaluation.

Incorporate the input of parents/guardians.

BUILDING ADMINISTRATOR

Establish and support joint collaborative model within the school.

Encourage and support in-services and active staff participation.

Provide support and assistance to Work Experience staff and program(s).

Assign teachers and staff to appropriate courses and functions.

DEPARTMENT CHAIRPERSON, SPECIAL EDUCATION

Assume responsibility for development of departmental collaboration and close working relationship at the building level.

Support the Work Experience program.

Assist in determining student eligibility and appropriateness for Work Experience.

Assist in scheduling students into classes and programs identified in the individual plan.

Monitor student progress and coordinate yearly reviews of student program.

WORK EXPERIENCE COORDINATOR

A competent Work Experience coordinator is the key to a successful program. As program managers, they must be enthusiastic, cooperative, flexible, patient, and able to effectively communicate with a variety of people. Districts will need to determine the most effective utilizaiton of available staff to accomplish the essential tasks of the coordinator. The Work Experience coordinator's responsibilities are to:

Participate in the student selection process in cooperation with Department chairperson and others.

Develop appropriate community and/or school training stations and assist students in obtaining employment.

Develop and maintain a vocational program designed to meet the individual learning needs of students.

Complete a training agreement, including individual roles and responsibilities, signed by parents/guardians, employer, teacher/coordinator, and student as appropriate.

Assist in the development of an Individual Vocational Education Plan (IVEP) for all students in the program.

Conduct a Work Experience class, or using other approaches provide related instruction to assigned students. Match instruction to students' varying learning styles.

Be available to students to discuss their personal problems in a helping or counseling manner. Make referrals when appropriate.

Maintain open communication with principal, vocational director, other administrators, and school personnel to assure support for the program.

Visit and maintain contact with students, other instructors, and counselors.

Maintain a regular visitation schedule to observe students at work and to assist employers in fulfilling their responsibility to the students.

Establish community and in-school public relations to promote the program.

Ensure that proper safety instructions are provided by teacher/coordinator and/or employer prior to or concurrent with students' employment.

Establish a policy on student transportation to and from the work station.

Promote students' advancement in an occupational area and/or exploration in varied occupations.

Develop procedures for evaluating each student's progress.

Provide students the opportunity to be involved in youth organizations (VICA, etc.).

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Use available community resources for students in the program.

Establish and use an advisory committee.

Be informed of the school district's and employer's insurance policies relating to the program.

Follow rules and regulations and maintain records as required by the Arizona Department of Education and Department of Labor (state and federal).

Pursue opportunities for professional growth.

Serve as the liaison contact for referral to and linkage with community resources providing related services to assist in the transition from school to work.

Train employers, supervisors, and co-workers to work effectively with students.

Note: This job function is associated with a variety of job titles: Work Experience Coordinator or Teacher, Job Developer, Career Specialist, Placement Coordinator, and so on. It can also be accomplished by one person, a combination of staff, and may be a part-time or full-time responsibility, depending on the needs and resources of the local education agency.

WORK SUPERVISOR RESPONSIBILITIES

The work station supervisor shares three major responsibilities with the Work Experience coordinator. Together, they train, supervise, and evaluate each student. In addition, the work station supervisor should:

Assist the Work Experience coordinator in developing and instituting the IVEP as much as is possible.

Provide a variety of work experiences for the students.

Endeavor to employ the student for at least five hours each week for the entire training period.

Follow all federal and state regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.

Assist in student evaluation by completing an evaluation form.

Provide time for consultation with the student's Work Experience coordinator to discuss any difficulties the student may be having.

Make each student aware of the possible safety hazards of the job station.

Notify the Work Experience coordinator immediately if any problems arise, or if the employment status of the student changes.

Understand both the limitations and the capabilities of the students assigned to them.

STUDENT RESPONSIBILITIES

One of the key components of a successful Work Experience program is the student's acceptance of his/her responsibilities as a condition to entering the program. Once these responsibilities are understood, the student will be able to see how the interrelationship of all the participant roles lead to an effective work/training program. Student's responsibilities are to:

Maintain a regular attendance in school and at work, and notify both the employer and coordinator in advance if unable to attend.

Participate in developing and implementing the IVEP.

Participate in developing the Training Plan and Agreement.

Maintain acceptable performance at school and at the training station.

Conform to the rules and regulations of the training station and school.

Confer with the employer and Work Experience coordinator before quitting or accepting employment at another training station.

Inform the Work Experience coordinator of any difficulties at the training station.

Inform the Work Experience coordinator of events or facts necessary for progress in the program.

Keep proper and accurate records of work schedule and pay.

Be honest at all times.

PARENT/GUARDIAN RESPONSIBILITIES

Parents/guardians are in a most influential position. Positive attitudes shown toward the Work Experience program will greatly influence the motivation of the student. Their encouragement of their child and support of the Work Experience coordinator will do a great deal in ensuring the maximum benefit for each student. The parents'/guardians' responsibilities are to:

Grant written approval for the student's participation in the Work Experience program.

Participate in developing and implementing the IVEP.

Encourage maximum student performance in the program.

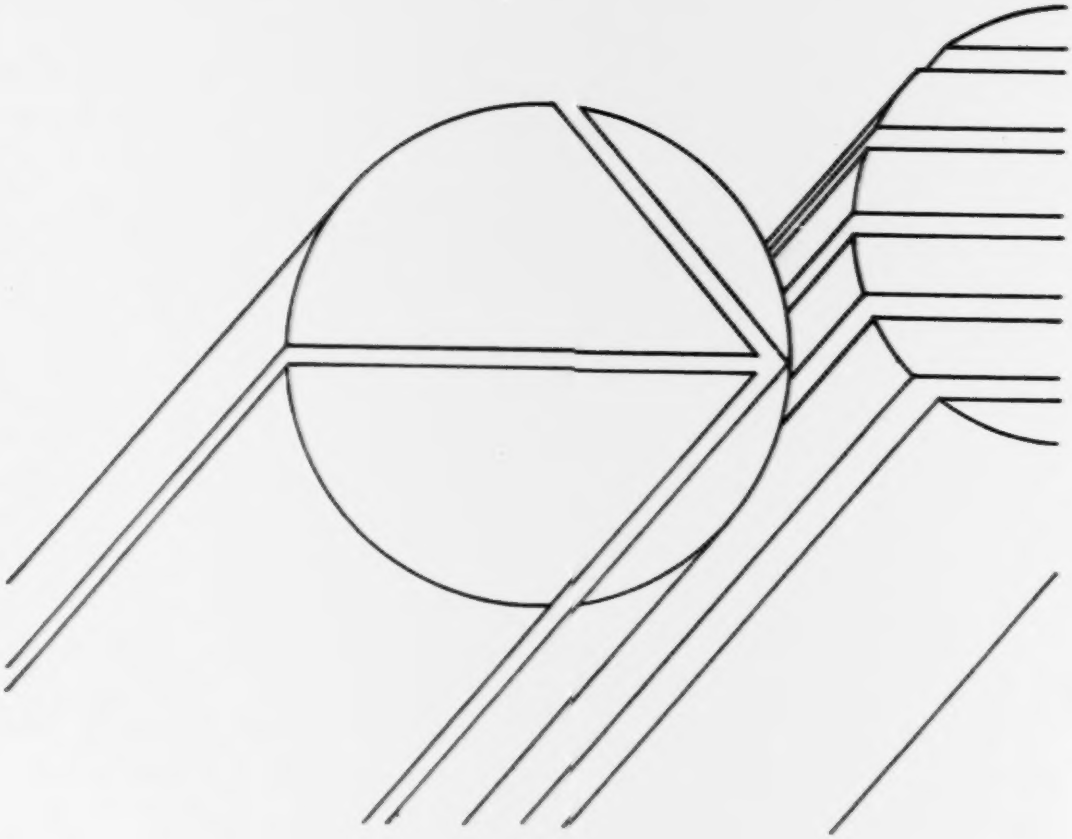
Restructure the student's home obligations to permit time for the student's work experience.

Assist in providing transportation to student's training station.

Acknowledge student's termination from the program when it is decided the student can no longer benefit from participation.

As can be seen from the preceding individual roles, one of the major goals of the Work Experience model is to facilitate coordination and planning between vocational and special education staff for the training of special education students. This results in a planned, sequential process that integrates all areas of a student's vocational program. This program encompasses vocational class placement, special education class instruction, and related work experience placement.

This Program Description presents an operational procedure that local educational agencies should seriously consider as a program model. It is meant to assist in identifying program components that should be integrated into a Work Experience program and the alternatives presented along the continuum of possible placements. Adaptations might prove necessary, depending on district/agency needs and resources. Please refer to the Program Standards for the minimum requirements for the development and implementation of a Work Experience program. Technical assistance is available through the Arizona Department of Education's Special Education and Vocational Education sections.



The Arizona Department of Education, Special Education section, has the responsibility of monitoring special education programs in public and private agencies in relationship to federal and state laws and the implementation of relevant regulations. The programs and services described under Work Experience are an integral part of special education program efforts. As a result, these types of programs are part of the monitoring responsibility of the department. In addition, the department has the charge to provide technical assistance to local education agencies to help in program development and improvement.

In order to ensure that both the monitoring and technical assistance efforts are effective and beneficial to both local education agencies and the Department, it is essential that there be specific program standards to focus these processes. These standards will most importantly assist districts and agencies in addressing the key qualitative issues relevant to Work Experience programs.

Work Experience includes those programs that utilize placement in an employment situation and uses "work" as its cornerstone. The variety of possible options have been previously described in the Work Experience program section of the manual.

Local education agencies may establish work experience programs for special education students in accordance with existing Arizona Revised Statutes and State Board of Education Rules and Regulations. These standards and a clarification of their intent is as follows:

Student participants shall be at least 16 years old and receiving special education service.

Special education classroom instruction shall be provided in the academic skill area(s) related to the student's disability(ies). Emphasis may be placed on functional skill acquisition as it relates to the work experience(s). This instruction may take place on or off campus and must be provided by a certified special education teacher. The amount of special education classroom instruction should be based upon the recommendations of the Multidisciplinary Committee.

Vocational assessment services providing information on a student's interests, skills, abilities, needs, work habits, and behaviors shall be delivered prior to participation in the Work Experience program. The information obtained shall be provided to the Multidiciplinary Committee and be utilized in the development of the individual plan.

An Individual Vocational Education Plan (IVEP) shall be developed in written form identifying goals and objectives for each student and other services to be provided. This will be part of the Individual Education Plan (IEP).

Participating students shall be placed in a work environment, either sheltered or competitive, on a part-time basis. This experience may be paid or unpaid and may occur within the school district. Training shall be the central focus of the student's work experience. Supervision of the work experience shall be under the supervision of certified school personnel.

If a work experience placement is not available, or participation is terminated, a full-time instructional program shall be provided as determined by the Multidisciplinary Committee.

All work experience programs must have the approval of the Arizona Department of Education, Special Education Section.

In addition, the following are *Recommended Program Standards* that education agencies are encouraged to adhere to. They will greatly assist in the development and implementation of high quality Work Experience programs for special education students:

Participating students should receive related instruction in life and employability skills and skills related to the work experience(s). This can occur within a specific class, on the job, or in some other fashion, and may take place concurrent with or prior to the actual work experience placement. If credit is given for this instruction, local district policy should be followed. This instruction should be delivered under the supervision of certified instructional personnel and documentation of contact and instruction should be maintained.

OPTION The requirement for special education classroom instruction may be satisfied through the provision of related instruction, if the following circumstances exist:

The teacher of the related instruction is a special education certified teacher;

and

academic skill development is incorporated into functional skill development (i.e., skill development as it relates to the work experience).

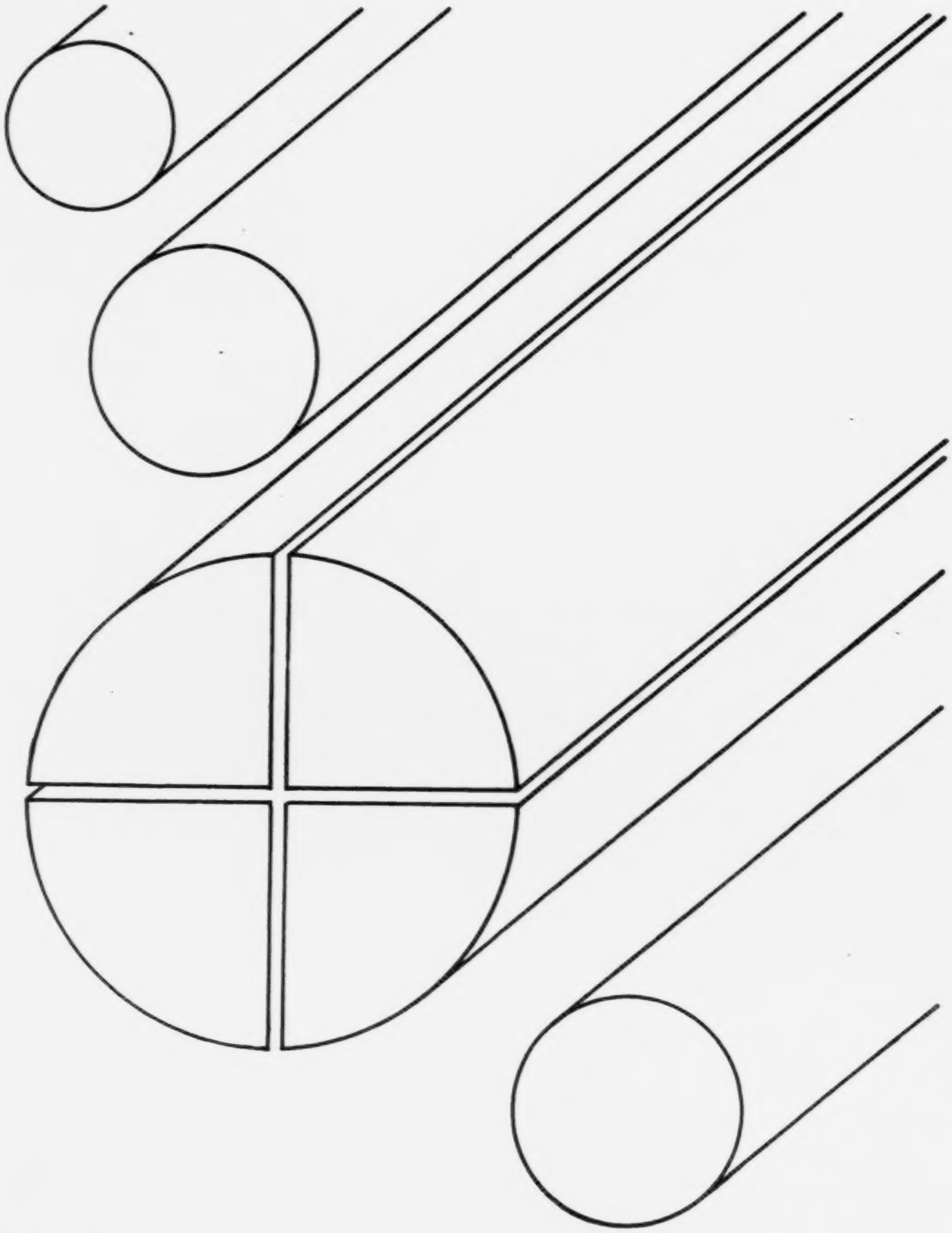
Training should be the central focus of the student's participation in the work experience. A Training Plan and Agreement for each student should be developed in written form identifying specific responsibilities of the students, employer, and others involved, and have parent approval. It should outline the tasks to be learned and performed by the student on the specific job and based on the available vocational assessment information.

The Work Experience program should be coordinated by a Special Education certified staff member and be approved by a state committee formed collabortively between the Special Education and Vocational Education sections of the Arizona Department of Education.

Students should work a minimum of 225 minutes per week at the selected placement site. Credit shall be determined by the policies of the local educational agency.

Evaluation and monitoring of a student's work experience should occur a minimum of one (1) time every nine (9) weeks and be documented by employer evaluations and/or other appropriate records. This should be supervised by the Work Experience coordinator.

Note: The above *Recommended Program Standards* will be presented to the State Board of Education for inclusion in the Rules and Regulations.



DEFINITIONS OF RELATED TERMS

ACHIEVEMENT TEST

A test designed to measure the amount of knowledge or skill a person has acquired, usually as a result of instruction.

ADAPTED VOCATIONAL EDUCATION

A regular vocational education program that has been modified to provide special service and assistance to handicapped persons.

AGRICULTURE EDUCATION

A competency-based, four year instructional program providing specialized entry-level preparation for specific agricultural occupation clusters. Four major segments are emphasized: agricultural sciences, agricultural mechanics, supervised occupational experience, and leadership development.

APPRENTICESHIP PROGRAM

This refers to an individual, learning by practical experience a trade or craft under the direction of a skilled worker for a prescribed period of time and rate of pay.

APTITUDE

Also referred to as "potential." It is the capacity to acquire proficiency in an area, after maturation or a given amount of formal or informal training.

BEHAVIOR OBSERVATION

The process of objectively identifying and recording (in terms of frequency, intensity and duration) behavior that may be an asset or hinderance to vocational adjustment.

BUSINESS EDUCATION

A planned sequence of educational and occupational competencies which prepare individuals for a variety of activities in planning, organizing, directing, and managing business office systems and procedures. Three major occupational clusters are emphasized: Accounting Occupations, Data Processing Occupations, and Administrative Support Occupations (clerical and secretarial).

CAREER EXPLORATION (AWARENESS)

A process to expose an individual to a variety of career opportunities and information that will increase his knowledge of the world of work. This information may include training/education requirements, specific skill requirements, employment outlook and work conditions.

CARL PERKINS ACT (P.L. 98-524)

The Carl D. Perkins Vocational Education Act was signed by President Reagan on October 19, 1984. The new act continues federal assistance for vocational education for five years and replaces the Vocational Education Act of 1963. There are two major themes of P.L. 98-524: "to make vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of training and retraining, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons" and "to improve the quality of vocational education programs in order to give the nation's work force the marketable skills needed to improve productivity and promote economic growth."

CLASSROOM INSTRUCTION

Academic skill development which supports and reinforces job related skills or work behaviors. This instruction is provided by a certified Special Education teacher.

COMMON CORE COMPETENCIES

Refers to task(s) which should be achieved by all vocational students. These may also be called worker maturity skills, employability skills, responsibility skills, and interpersonal skills; e.g., prepare a resume, demonstrate initiative, and work cooperatively with others.

COMPETENCY BASED VOCATIONAL EDUCATION (CBVE)

Competency-based education is an approach to an instruction system which emphasizes the student developing and demonstrating specified competencies (skills) as measured by performance tests. Competencies refer to acheivement of the knowledge, skills, and attitudes required by a worker to perform a given occupational task.

COMPETITIVE EMPLOYMENT

Employment held by a worker in which his performance conforms to the established standards within the plant, business or industry.

COMPETITIVE EMPLOYMENT WITH SUPPORT

A supported work approach to competitive employment emphasizes structured assistance in job placement and job site training. A job coordinator is available extensively for individualized 1:1 training and follow up. A major focus of this model is helping individuals maintain their jobs.

CONSUMER AND HOMEMAKING

Consumer and Homemaking programs emphasize content and societal function area skills resulting in competency attainment of all essential living skills. Identified content areas include: individual growth and development; child development; clothing and textiles; resource management/consumer education; foods and nutrition; housing and home furnishings. Identified societal function areas include; management and organization; basic needs; health and safety; maximizing resources; interaction with others; coping with change.

DAILY LIVING SKILLS

Also referred to as "prevocational skills." These are basic capabilities (such as grooming and using a public transportation system) that are usually considered prerequisites to employment.

DIAGNOSTIC EVALUATIONS

These services provide an evaluation(s) to determine program eligibility and instructional and treatment recommendations. Examples include audiological, dental, medical, occupational therapy, optometric, psychological, physical therapy, speech therapy and vocational.

DISABILITY

A conditon of impairment, physical or mental, having an objective aspect that can usually be described by a physician.

DIVERSIFIED COOPERATIVE EDUCATION

An interdisciplinary vocational program, coordinating classroom instruction with on-the-job training across all career clusters. The primary goal is to prepare individuals for entry, adjustment, and advancement in specified occupations. The curriculum concentrates on life-long employability skills instruction in 1) Basic Skills, 2) Job Readiness Skills, 3) Occupational Survival Skills, 4) Human Relations Skills, 5) Job Safety Skills, and 6) Entrepreneurship Skills in Money Management Skills.

EMPLOYER CONTACTS

Employers within the community who have been contacted by facility personnel as prospective job placement possibilities for individuals.

ENCLAVE IN INDUSTRY

With this approach, small groups of disabled individuals (less than six) are employed in business and industry under the daily supervision of a trained staff person. The enclave offers disabled clients who traditionally have been excluded from employment services, the opportunity to work in a natural work environment such as business or industry. The sheltered enclave also offers a good opportunity for some severely disabled workers to eventually move into part-time or even full-time competitive employment.

EQUAL ACCESS (VOCATIONAL EDUCATION)

The emphasis of the Carl Perkins Vocational Act is to mainstream handicapped students into regular vocational education programs. Provision must be made for handicapped students to have the same opportunities in recruitment, enrollment and placement and to the full range of vocational programs available to nonhandicapped, including: (1) occupationally specific courses of study; (2) cooperative education; and (3) apprenticeship programs.

EXCESS COSTS

Those costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student, as may be appropriate, and which shall be computed after deducting (A) amounts received under this subchapter or under Title I or Title VII of the Elementary and Secondary Education Act of 1965, and (B) any State or local funds expended for programs which would qualify for assistance under this subchapter or under such titles.

FOLLOW-UP

Maintain contact with the student to determine the effectiveness of the vocational education program and/or other training.

FREE APPROPRIATE PUBLIC EDUCATION

Special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge, (B) meet the standards of the State Educational agency, (C) include an appropriate preschool, elementary or secondary school education in the State involved, and (D) are provided in conformity with the individualized education program.

FUNCTIONAL INDEPENDENCE

The capacity to take care of one's own affairs to the extent that physical, mental, emotional, or economic conditions permit.

GAINFUL OCCUPATION

Paid employment in the competitive labor market, practice of a profession, farm or family work, sheltered employment, home industries or other homebound work.

GOALS

The annual goals in the Individual Education Plan (IEP) are statements which describe what a handicapped child can reasonably be expected to accomplish within a twelve month period in the child's special education program. There should be a direct relationship between the annual goals and the present levels of educational performance.

HANDICAPPED CHILD

A child of lawful school age who due to present physical, mental or emotional characteristics or a combination of such characteristics is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services or both to achieve at levels commensurate with his abilities.

The following diagnostic categories are used in classifying handicapping condition:

Educable mentally handicapped
Hearing handicapped
Homebound
Hospitalized
Learning disabled
Multiple handicapped
Physically handicapped
Seriously emotionally handicapped
Speech handicapped
Trainable mentally handicapped
Visually handicapped

HEALTH OCCUPATIONS EDUCATION

A competency-based program which provides, through the cooperation between the school and the health care industry, campus and industry-based learning experiences. It provides students the opportunity to explore health care occupations, to articulate into postsecondary health occupations educations, and to become employed in the health care field.

HOME ECONOMICS RELATED OCCUPATIONS

Occupational Home Economics offers instruction and training in child care and guidance; clothing, apparel, and textiles management and services; management and services; food management, production, and service; home furnishings and equipment management, production, and services; and institutional, home management, and supportive services.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

A written plan of instruction for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present levels of education performance of such child, (B) a statement of annual goals, including short-term instructional objective, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

INDIVIDUAL PROGRAM PLAN (IPP) - DIVISION OF DEVELOPMENTAL DISABILITIES

A written plan which is used to identify needs, direct provisions of services which will provide opportunities for an individual to meet his/her maximum potential, and monitor the effective use of resources to assist individuals with developmental disabilities.

INDIVIDUAL VOCATIONAL EDUCATIONAL PLAN (IVEP)

A written plan, drawn up by persons involved with the vocational education of handicapped and/or disadvantaged students in a public school (including the parents and student, if appropriate). It outlines six areas which are basic to a comprehensive vocational assessment of an individual student. Each area must be addressed but does not require an in-depth evaluation. They include specific skills, behaviors, and other factors essential to effective career planning and decision making. The areas are: job awareness, job needs, skills and abilities, work habits, interests, and daily living skills.

INDIVIDUALIZED VOCATIONAL EDUCATION

Individualized Vocational Education is specifically designed for those handicapped students whose vocational education interests and needs cannot be met in regular, adapted or special education/vocational educational programs. This program model allows school districts to utilize community based training sites. The employer becomes directly involved in the students' vocational education program.

INDIVIDUALIZED WRITTEN REHABILITATION PLAN (IWRP)

A written plan, drawn up jointly by the vocational rehabilitation counselor and a client (whose eligibility has been established), that outlines: 1) the client's vocational goal; 2) services to be coordinated by the Department of Vocational Rehabilitation (counseling, physical/mental restoration, training, payment of related expenses); 3) any additional program goals; and 4) the client's responsibilities in the execution of the plan. This plan is reviewed at various intervals and modified accordingly.

INDUSTRIAL ARTS

A curriculum area based on industry-validated competencies which teaches students about industry and its technology. Primary emphasis includes: development of positive work attitudes and practices, appropriate use of tools and materials, career opportunities and requirements, development of a knowledge base for educational and occupational planning, preparation for entry into advanced occupational, technical, or professional education programs, development of leadership and followership abilities, development of pride in workmanship, scholarship, and craftsmanship, application of safety standards, and focus upon the potential influence of future industrial technology.

INDUSTRIAL STANDARDS

Actual worker requirements from industry based on the expectations of the employer.

INTEREST INVENTORY

An instrument that compares an individual's interests in various activities to those of persons successfully engaged in a variety of occupations. The assumption is that the more closely one's interests match those of successful persons in a given occupation, the more likely one will find satisfaction in that occupation.

JOB ANALYSIS

The systematic study of a job including: what the worker does in relation to data-people-things; the methodology and techniques employed; the machines, tools, equipment and work aids used; the materials, products, subject matter or services that result; and the traits required of the worker.

JOB CLUSTERS (WORK OR JOB FAMILIES)

Related occupations grouped on the basis of similar job requirements, such as specific duties of the job, materials and equipment used, and skill, knowledge and worker characteristics required.

JOB MODIFICATION

This service provides assistance in adapting the work environment and the work duties.

JOB PLACEMENT

A procedure enabling individuals to be "placed" in the labor market, i.e., become employed. This requires knowledge of job requirements, the labor market, and an individuals abilities and limitations. This service provides assistance in obtaining employment for job-ready individuals.

JOB READINESS

The condition of being ready for job placement. A "job ready" individual has competitive employment ability, as well as basic knowledge in filling out employment applications, effective interviewing skills and ability to ride public transportation vehicles, and budget and manage personal finances.

JOB SEEKING SKILLS

Those skills that enable a person to seek out job openings and apply for them. This includes knowledge of where to find information about job openings, how to fill out an application, how to handle an interview, etc.

JOB SITE

The physical location within the community where an actual job is performed.

JOB TASK

An actual single work activity that is taken in its entirety without any changes directly from a specific job.

JOB TRAINING PARTNERSHIP ACT (P.L. (97-300) (JTPA)

Provides comprehensive training, and employment for unemployed and untrained residents by linking government with private industry.

JOB TRYOUT

This is a placement used as an evaluation tool in which: 1) the individual receives wages, 2) the placement is primarily for the employer's benefit, 3) the individual is an employee, and 4) the setting is controlled by the employer. The individual may not succeed and is given further help if he does not.

LABOR MARKET TREND

A Labor Market Trend is the general, statistically-detectable change or movement over a period of time, which indicated the demand for workers in an area or areas of employment.

LEAST RESTRICTIVE ENVIRONMENT

A continuum of educational placements ranging from institutional care to the regular education environment, with the latter being the least restrictive. As mandated by Public Law 94-142, students with handicaps must be placed in the educational environment that is least restrictive and that is still appropriate to his/her educational needs.

LOCAL ADVISORY COUNCIL

A Local Advisory Council is a group of individuals from outside the field of education, who have specific knowledge and expertise, and who are organized to advise Vocational Education on the world of work and to provide a link to it for students. Council members must include at least one representative from business, industry and labor.

LOCAL EDUCATIONAL AGENCY

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public instituiution or agency having administrative control and direction of a public elementary or secondary school.

MAINSTREAMING

A belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, and other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services.

MARKETING EDUCATION

A competency-based instructional program providing training in marketing, management, and entrepreneurship in order to prepare students for employment, continuing education and training, and business ownership and/or managerial responsibilities. The program provides employability training and basic and social skills development. Instructional program includes experiences in: understanding and applying economic principles and concepts; understanding and applying promotional stratetics, including selling, advertising, and merchandising; maintaining an efficient and safe work environment; understanding the product distribution process, including buying, pricing, and inventory procedures; and leadership development and civic involvement.

MODIFICATION OF INSTRUCTION

Modification of instruction is any change made in the instructional component(s) of the approved vocational education curriculum needed to meet the student's individual educational program. Some of these changes are made in: 1) addition and/or modification of instructional materials; 2) the assignment of personnel necessary to meet the student's individual needs and/or to increase the size-effectiveness ratio; 3) the process of instruction—the identification of the most effective methods and techniques necessary for the utilization of materials of the curriculum—the type, sequence, duration, and content of the instructional units constitute the program curriculum.

MULTIDISCIPLINARY CONFERENCE (MDC)

A formal meeting convened after an evaluation of a child for whom special education placement and related services are being considered. Required participants are: professionals involved in evaluation; an appropriate teacher and the parent and/or guardian of the child.

OBJECTIVES

Short term instructional objectives: (also called "IEP objectives") are measurable, intermediate steps between a handicapped child's present level of educational performance and the annual goals that are established for the child. The objectives are developed based on a logical breakdown of the major components of the annual goals, and can serve as milestones for measuring progress toward meeting the goals.

OCCUPATIONAL CLUSTER OF PROGRAMS

An Occupational Cluster of Programs is a group of programs in a school system that have some basic commonalities; for example, drafting, blueprint reading, carpentry, bricklaying, electricity, and plumbing are programs that might be grouped in an Occupational Cluster or job family entitled Construction. The United States Office of Education has identified 15 Occupational Clusters.

OCCUPATIONAL THERAPY

Occupational therapy is a service provided by occupational therapists trained to: "improve, develop or restore functions impaired or lost through illness, injury, or deprivation; improve ability to perform tasks for independent functioning when functions are impaired or lost; and prevent, through early intervention, initial or further impairment or loss of function." (P.L. 94-142: Sec. 121a.13(5))

ON-THE-JOB EVALUATION (OJE)

This is an evaluation tool where an individual actually participates in the specific job requirements. The following characterize this type of evaluation: 1) an individual may not be paid, 2) it is for the individual's benefit, 3) it does not necessarily result in employment, 4) the employer does not receive any immediate gain, 5) the individual does not displace or fill vacant worker slots, and 6) the individual's performance may be supervised by the employer or evaluation staff.

ON-THE-JOB TRAINING (OJT)

This training allows an individual to learn a specific occupation or a portion of a job assignment under actual employment conditions, usually in a business or industry. There should be a reasonable expectation that the student/client will be hired by the employer following on-the-job training and that the student/client will attain adequate skills to reach and maintain the vocational objective. All on-the-job training programs must be formalized in written form to include the specific skills or duties that will be learned and the time frame for learning these.

ORIENTATION AND MOBILITY TRAINING

This service provides training in relation to travel throughout the home and/or the community.

PARAPROFESSIONAL INSTRUCTIONAL AIDES

These non-certified staff members are under the supervision of a certifed teacher and assist the latter in assignments provided.

PARENT

Parent means the mother, father, or legally designated guardian of the handicapped person. "Parent" also means the affected handicapped person when the person has reached 18 years of age if a legal guardian has not been appointed by appropriate court proceedings.

PERMISSIVE (LEGISLATION)

Allowing discretion and freedom of choice.

PERSONAL OR WORK ADJUSTMENT TRAINING

Personal or work adjustment training includes training given for any one or a combination of the following reasons:

To assist an individual in acquiring personal habits, attitudes and skills that will enable him/her to function effectively on a job,

To develop or increase work tolerance prior to engaging in vocational training or employment,
To develop work habits and to orient the individual to the work world,
To provide skills or techniques enabling the individual to compensate for losses resulting from a specific disability.

PERSONAL AND SOCIAL ADJUSTMENT EDUCATION OR TRAINING

Personal adjustment education or training is instruction designed to assist the handicapped to develop personal and social skills needed for adult independent living, including but not limited to, activities of daily living, homemaking, mobility, personal health and appearance, recreation and use of prosthetic devices and sensory aids.

POSTSECONDARY VOCATIONAL EDUCATION

Vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which evaluations provide a counselor with information needed to make vocational training and placement decisions which are unique to the needs of the disabled person.

Results are gathered, reviews are made, students are counseled based upon results, and recommendations of a vocational and employability nature are made. All of these items are incorporated into an IVEP or IEP which is then available to all instructors to use in designing vocational specific skill training unique to needs of the handicapped individual.

PRODUCTION RATE

The rate at which a worker produces goods or performs services. Production rate may be measured in time required to complete a task, number of work units completed in a specific period of time, and/or errors made or scrap produced.

PROGRAM STANDARDS

Models designed to serve as guides in the establishment, maintenance and evaluation of quality vocational education programs.

P.L. 94-142 (EDUCATION FOR ALL HANDICAPPED CHILDREN ACT)

This law was passed by Congress in November 1975. Its essential purpose is to ensure that all handicapped children are provided with a free, appropriate education at public expense.

RELATED INSTRUCTION

Instruction that targets basic life and employability skills. It is provided as part of the Work Experience program for special education students. It may be done through a regular class for credit or through some other arrangements. The instruction is delivered under the supervision of certified personnel.

RELATED SERVICES

Transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

RELATED VOCATIONAL INSTRUCTION

Basic math, reading and/or science skills required of students and necessry for their foundation to support the occupational specific training occuring in the vocational education class or course.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 provides that "no otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

SHELTERED WORKSHOP

A place providing transitional and/or long-term employment in a controlled and protected working environment for those who are unable to compete or to function in the open job market due to their handicap, vocational evaluation and work adjustment may also be available.

SITUATIONAL ASSESSMENT

An assessment technique utilizing systematic observation in established or created environments. Examples include evaluation in a vocational training setting, job tryout, and on-the-job evaluation.

SKILL

Is a group of competencies to be performed to accomplish a job successfully.

SPECIAL EDUCATION

Special designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

SPECIAL EDUCATION/VOCATIONAL EDUCATION

Special Education/Vocational Education is available to eligible special education students whose individual impairments necessitate that the vocational needs be met in a self-contained vocational program and/or expressing vocationally appropriate choices that are nonexistent in regular or adapted vocational education programs. This program is taught by special education certified personnel.

SPECIALIZED INDUSTRIAL TRAINING

This is another employment option which usually takes place in a small industrial-oriented workshop setting. Contract revenue from business and industry provides wages for clients. It generally involves a small number of workers, usually not more than 20 individuals. Typically, programs are based in the community and provide employment through performance of compex assembly and production contracts. The SIT requires (a) a high competence level of staff in behavior modification and business skills, and (b) a commitment to small, community-based vocational programs which focus on employment.

SPECIFIC JOB SKILL TRAINING

This training is directed towards individuals acquiring the entry level or higher competency-based skills necessary to be employed and maintained on a specific job.

STATE ADVISORY COUNCIL

(State Council on Vocational Education (SCOVE)) - A State Advisory Council is an independent, evaluative and recommendatory body to a state's professional educators and governmental agencies responsible for Vocational Education policy and administration. It is appointed and certified by the Governor from diverse backgrounds in management, labor, education, govenment, and the general public to have at least one member who fulfills the requirements in each of 20 categories designated by the Education Amendments of 1976.

STATE PLAN

The description of the state educational effort to administer, maintain, expand and strengthen existing vocational education programs and to develop new programs.

STUDENT ORGANIZATIONS

Student Organizations are associations or societies for students who are or have been enrolled in Vocational Education programs, with local, state and national units, the activities of which are an integral part of the instructional program.

SUSTAINED EMPLOYMENT

This type of employment is where an individual has acquired the necessary work behaviors and job skills and no longer needs support services in order to be retained-/maintained on the particular job.

SUPERVISION

(As it specifically relates to the work experience program standards) At least one visit each nine weeks by certified school personnel. Recommendation that additional contacts be made (on-site, telephone conference with student and employer) more frequently. Frequency should be based on individual student needs.

SUPPLEMENTAL INSTRUCTION

Supplemental instruction is instruction provided by special education approved instructional personnel. Supplemental instruction is in addition to the instruction provided by vocational education certified teachers. Supplemental instruction shall be recommended through the MDC/IEP process and include:

providing special materials;
tutoring or additonal instruction; and/or
consultation with the vocational education teachers serving handicapped students.

TRADE AND INDUSTRIAL EDUCATION

(T & I) The branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of trade and industrial occupations. Preparation programs are offered at the 10th, 11th, and 12th grade to develop manipulative skills, safety judgments, trade ethics, leadership abilities, technical knowledge and related occupational information for industrial trade and technical occupations related to constuction, communications, manufacturing, personal services and the transportation clusters.

TRAINING

Refers to those activities necessary for qualification for and maintenance of a job.

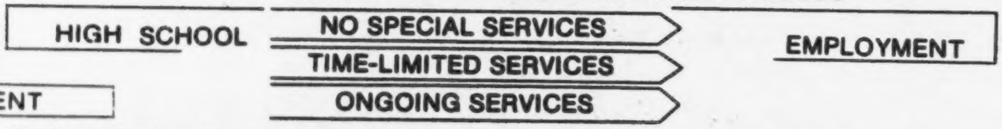
TRAINING SITE OR STATION

A training site or training station is any school, nonschool place of business or an industrial establishment where vocational education takes place, and/or a contracted vocational education program where a trainee/trainer relationship is established between the student and contractor.

TRANSITION

The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations.

MAJOR COMPONENT OF THE TRANSITION PROCESS



UNPAID EMPLOYMENT

Work-related services and activities including volunteer work in recognized occupations for which there is no direct financial compensation.

VOCATIONAL ASSESSMENT (INDIVIDUAL)

The process of determing an individual's strengths and limitations that faciliate or interfere with vocational outcomes and using this information for developing proposals for vocational service plans. Major tools used in this process include: interviewing, behavior observation, psychometric testing, work samples and situational assessment.

VOCATIONAL ASSESSMENT (PROGRAM)

The process of measuring the quality of a vocational education program against an established set of standards to identify particular strengths and weaknesses. The purpose of the assessment is to obtain objective information about the program in order to provide specific recommendations for program improvement.

VOCATIONAL EDUCATION

Organized educational programs, approved by the Arizona Department of Education, which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agricultural occupations, business occupations, consumer and homemaking, home economics occupations, health occupations, marketing and distributive occupations, modern industrial arts, and trades and industrial occupations, or for additional preparation for occupations requiring other than a baccalaureate or advanced degree, and vocational student organization activities as an integral part of the program.

VOCATIONAL EXPLORATION

Learning that provides students with an overview of work characteristics, work requirements and employment opportunities within certain definite categories of employment. Each vocational exploration program shall provide for student participation in actual or job simulated activities as well as direct interaction with workers.

VOCATIONAL HISTORY

A chronological ordering of past employment, with specific reference to jobs held, skills acquired, level of responsibility, renumeration and reasons fo termination of employment.

VOCATIONAL INSTRUCTION

Instruction designed to prepare individuals for employmennt in a specific occupation or cluster of closely related occupations in an occupational field that is especially suited to their needs. Such instruction may include: 1) classroom instruction; 2) classroom-related field, shop, and laboratory work; 3) programs providing occupational work experience and related instructional aspects of apprenticeship programs; 4) remedial programs designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting any educational deficiencies or handicaps preventing them from benefiting from such instruction; and 5) activities of vocational student organizations that are an integral part of the vocational instruction.

VOCATIONAL REHABILITATION

A process, consisting of a planned, orderly sequence of services related to the total needs of a handicapped individual, to bring about the vocational adjustment of that person.

WORK EXPERIENCE

Work Experience is the preparation of students for gainful employment. Emphasis is placed on development of appropriate work behavior and specific job skill training in conjunction with academic skill development and actual hands-on occupational experience.

WORK EXPOSURE

A limited involvement program which provides students at any grade level with an opportunity for formal observation of a career setting or settings. Student involvement may include visual observation, verbal interaction, and/or limited task observation in on-site situations. The observational exposure is provided in a community business or industrial environment as an integral part of the classroom instruction.

WORK SAMPLE

A work activity involving tasks, materials and tools that are identical or similar to those in an actual job or cluster of jobs. It is used to assess vocational interests and aptitude in that job area. A work sample could be any of the following: 1) an actual job moved into the evaluation unit, 2) a simulation of an actual operation, 3) a trait sample that assesses a single factor (e.g., dexterity), or 4) a cluster trait sample that measures a group of traits.

WORK STATION

A work station is an identified area in a classroom or training site where specific job skills are being taught.

WORKER TRAITS

Worker requirements in terms of aptitudes, education, vocational preparation, physical demands and personal traits.

RESOURCES, MATERIALS AND RELATED INFORMATION

This section is not meant to be all inclusive of all possible resources, materials and related information. It provides some suggestions and also identifies methods to obtain additional materials and information.

AGENCIES

AMERICAN COALITION OF CITIZENS WITH DISABILITIES, INC. (ACCD)

1012 14th Street, N.W., Suite 901
Washington, DC 20005
(202) 628-3470

ARIZONA STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION SECTION

1535 West Jefferson
Phoenix, Arizona 85007
255-3183 or 225-5200

ARIZONA STATE DEPARTMENT OF EDUCATION VOCATIONAL EDUCATION SECTION

1535 West Jefferson
Phoenix, Arizona 85007
255-3466

ASSOCIATION FOR RETARDED CITIZENS (A.R.C.) OF ARIZONA, INC.

5610 South Central Avenue
Phoenix, Arizona 85040
Contact: Baron Carson, Executive Director
243-1787

COMMUNITY INFORMATION AND REFERRAL SERVICE

1515 East Osborn Road
Phoenix, Arizona 85014
Contact Person: Corazon Esteva Doyle, Director
263-8856 (TTY) 275-7231
Toll Free: 1-800-352-3792

DEPARTMENT OF ECONOMIC SECURITY INFORMATION AND REFERRAL SERVICE

1717 West Jefferson
Phoenix, Arizona 85005
255-4791

DIVISION OF DEVELOPMENTAL DISABILITIES

1400 West Jefferson
Phoenix, Arizona 85005
255-3987

EMPLOYERS HANDICAPPED HOT LINE

815 North 18th Street
Phoenix, Arizona
Contact Person: Shirley Wilson or Ruth Capen
258-7288

VOCATIONAL REHABILITATION SERVICES ADMINISTRATION

1300 West Washington
Phoenix, Arizona 85007
255-3332

CATALOGUES OF MATERIALS

CURRICULUM, COMPETENCY-BASED VOCATIONAL EDUCATIONAL CURRICULUM MATERIALS.

Resource Center
Arizona Center for Vocational Education
Box 15095
Northern Arizona University
Flagstaff 86011

A catalog of loan materials with a section on vocational education special needs.

THE SPECIAL WARE DIRECTORY - A GUIDE TO SOFTWARE SOURCES FOR SPECIAL EDUCATION

LINC Associates, Inc.
46 Arden Road
Columbus, Ohio 43214

A section on software for vocational education/Job Skills is provided.

MATERIALS DEVELOPMENT CENTER CATALOGUE

by Ron Frye

Materials Development Center
University of Wisconsin-Stout
Menomine, Wisconsin 54571

A comprehensive listing of materials and literature for vocational adjustment, evaluation, and preparation.

A HANDBOOK ON MODIFYING VOCATIONAL CURRICULUM FOR HANDICAPPED STUDENTS

by Lloyd Tindall and others

Wisconsin Vocational Studies Center
University of Wisconsin
Madison, Wisconsin

TOOLS, EQUIPMENT AND MACHINERY ADAPTED FOR THE VOCATIONAL EDUCATION AND EMPLOYMENT OF THE HANDICAPPED PEOPLE

by John Fogerty and others

Wisconsin Vocational Studio Center
University of Wisconsin
Madison, Wisconsin

THE CURRICULUM GUIDE

Vocational Curriculum Management Center
Building 17, Airdustrial Park
Olympia, Washington 98504

A comprehensive catalogue of low-cost materials for all levels of vocational education.

VOCATIONAL EDUCATION FOR HANDICAPPED PERSONS

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The educational materials catalogue provides a list of low-cost vocational education materials for the handicapped.

APPENDIX B

CATALOGUES OF MATERIALS

BIBLIOGRAPHY OF SECONDARY MATERIALS FOR TEACHING THE HANDICAPPED

President's Committee on Employment of the Handicapped
Washington, D.C. 20001

An annotated listing of appropriate materials to teach vocational and prevocational skills to the handicapped

VOCATIONAL EDUCATION RESOURCE MATERIALS

Center for Studies in Vocational and Technical Education
University of Wisconsin
Madison, Wisconsin

A list of free loan materials for teaching vocational skills to the handicapped.

VOCATIONAL EDUCATION FOR THE DEAF Violet Schonhardt

Ball State University
Muncie, Indiana 47806

An annotated bibliography of instructional media in vocational education for deaf persons. No charge.

CURRICULUM MATERIALS FOR VOCATIONAL, TECHNICAL, SPECIAL NEEDS, CAREER EDUCATION Dr. Benjamin Shapiro

State of New Jersey Vocational-Technical
Curriculum Laboratory
Rutgers Campus
New Brunswick, New Jersey 08903

Lists curriculum materials K-12 in areas of Vocational-Technical, Special Needs - Disadvantaged Handicapped and Career Education.

A BIBLIOGRAPHY OF MATERIALS FOR HANDICAPPED AND SPECIAL EDUCATION

The Wisconsin Vocational Studies Center
321 Education Building
Box 49
University of Wisconsin-Madison
Madison, Wisconsin 53706

A listing of materials for teaching vocational, avocational, and academic skills to handicapped secondary students.

CURRICULUM MATERIALS FOR VOCATIONAL-TECHNICAL SPECIAL NEEDS CAREER EDUCATION

Department of Education
Division of Vocational Education
New Brunswick, New Jersey 08903

This catalogue contains lists of materials in 30 vocational-technical areas for use with special needs students. Most materials listed are teacher-made.

PROFESSIONAL MATERIALS

Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94947

Allyn & Bacon, Inc.
7 Wells Avenue
Newton, MA 02159

American Association for Vocational Instructional Materials
120 Engineering Center
Athens, GA 30602

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

American Guidance Service
Publisher's Building
Circle Pines, MN 55014

Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Box 508
Columbus, OH 43216

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Educational Resources Center
P.O. Box W
Paoli, PA 19301

Love Publishing Company
1777 South Bellaire Street
Denver, CO 80222

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin Stout
Menomonie, WI 54751

Media Resource Center
Meyers Children's Rehabilitation Institute
444 South 44th Street
Omaha, NE 68131

Midwest Resources, Inc.
P.O. Box 1162
Des Moines, IA 50311

The National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Opportunities for Learning, Inc.
20417 Nordhoff Street
Department B9NH.
Chatsworth, CA 91311

The Psychological Corp.
757 Third Avenue
New York, NY 10017

Publishers Test Service
2500 Garden Road
Monterey, CA 93940

Slosson Educational Publishers, Inc.
P.O. Box 2810, East Aurora
New York, NY 14052

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32207

University Park Press
30 North Charles Street
Baltimore, MD 21201

Vocational Research Institute
1700 Sansom Street
Philadelphia, PA 19103

V-Tecs
Commission on Occupational Education Institutions
Southern Association of Colleges & Schools
795 Peachtree Street, N.E.
Atlanta, GA 30365

PUBLISHERS OF INSTRUCTIONAL MATERIALS

The following is a partial listing of publishers of commercially available materials. The letters in the parenthesis indicate the skill areas that their materials cover. These publishers have materials that also deal with other subject areas.

Publisher	Daily Living Skills	Personal-Social Skills	Occupational Guidance and Preparation
AAHPER 1900 Association Drive Reston, VA 22091		■	
Curriculum Publications Clearinghouse Western Illinois University 46 Horrabin Hall Macomb, IL 61455			
Addison-Wesley Publishing Co., Inc. Jacob Way Reading, MA 01876		■	
Drake's Printing & Publishing 225 North Magnolia Avenue Orlando, FL 32801	■		
Argus Communications One DLM Park Box 5000 Allen, TX 75002		■	
Development Learning Materials P.O. Box 400 One DLM Park, Allen, TX 75002	■	■	■
Attainment Co., Inc. P.O. Box 103 Oregon, WI 53575			■
EBSCO Curriculum Materials Div. EBSCO Industries, Inc. Box 486 Birmingham, AL 35202	■	■	■
Barnell Loft, Ltd. 958 Church Street Baldwin, NY 11510		■	■
Edmark Associates P.O. Box 3903 Belleview, WA 98009	■	■	
Bobbs-Merrill Co., Inc. A Thomas Audel Co. Indianapolis, IN 46468	■		■
Educational Design, Inc. 47 West 13th Street New York, NY 10011	■	■	■
Career Aids, Inc. 8950 Lurline Avenue Chatsworth, CA 91311	■	■	■
Exceptional Education P.O. Box 15308 Seattle, WA 98115	■		■
Changing Times Education Service 180 East 6th Street St. Paul, MN 55101	■		■
F.R. Publications 1103 St. Paul Drive Merrill, WI 54452			
Channing L. Bete Co., Inc. 200 State Road South Deerfield, MA 01373		■	
Finney Company 3350 Gorham Avenue Minneapolis, MN 55426		■	■
Charles E. Merrill Publishing Co. 1300 Alum Creek Drive Columbus, OH 43216		■	■
Follett Publishing Company 1010 West Washington Boulevard Chicago, IL 60607	■	■	■
Cole Supply Co., Inc. Box 117 Pasadena, TX 77501	■	■	■
Frank E. Richards Publishing Co. P.O. Box 66 Phoenix, NY 13135	■	■	■
The College Board 888 Seventh Avenue New York, NY 10019	■		
Gallaudet College Press Kendall Green Washington, DC 20002	■		■
Continental Press, Inc. 520 East Bainbridge Street Elizabethtown, PA 17022	■		
Gamco Industries, Inc. P.O. Box 1862B56 Big Springs, TX 79729	■	■	■

APPENDIX B

PUBLISHERS OF INSTRUCTIONAL MATERIALS

Publisher	Daily Living Skills	Personal-Social Skills	Occupational Guidance and Preparation
Golden Press, Incorporated 850 Third Avenue New York, NY 10022	■		
McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020	■	■	■
Guidance Associates Communications Park Box 3000 Mt. Kisco, NY 10549		■	■
McKnight Publishing Company P.O. Box 2854 Bloomington, IL	■	■	■
Harvest Educational Labs 71 Pelham Street Newport, RI 02840			
MCE, Incorporated 157 South Kalamazoo Mall Kalamazoo, MI 49007	■		■
Houghton Mifflin 1900 South Batavia Avenue Geneva, IL 60134	■	■	■
Media Materials, Incorporated 2936 Remington Avenue Baltimore, MD 21211		■	■
Hubbard Scientific P.O. Box 104 1946 Raymond Drive Northbrook, IL 60062	■	■	
Modern Curriculum Press 13900 Prospect Road Cleveland, OH 44136	■		
Ideal 11000 South Lavergne Avenue Oak Lawn, IL 60453	■		■
Newspapers-in-Education Detroit Free Press 321 West Lafayette Boulevard Detroit, MI 48231			■
Ideal Developmental Labs 7528 West Appleton Avenue Milwaukee, WI 53216			■
Oakland Schools Curriculum Mead Management 2100 Pontiac Lake Road Pontiac, MI 48054	■		■
Instructional Materials Laboratory 10 Instruction Education Building University of Missouri - Columbia Columbia, MO 65211			■
Occupational Awareness P.O. Box 948 Los Alametos, CA 90720			■
Janus Book Publishers 2501 Industrial Parkway Hayward, CA 94545	■	■	■
Open Court Publishing Company Division of Carus Corporation P.O. Box 599 LaSalle, IL 61301		■	
John Day Junior Books 10 East 53rd Street New York, NY 10022	■	■	
Pathescope Educational Media Communications Park Box 6000 Mount Kisco, NY 10549		■	■
Lakeshore Curriculum Materials 2695 East Dominguez Street P.O. Box 6261 Carson, CA 90749			
PESCO 21 Paulding Street Pleasantville, NY 10570			■
Learning Concepts, Inc. 400 East Anderson Lane Suite 318 Austin, TX 78753			■
Pitman Learning Incorporated 6 Davis Drive Belmont, CA 94002	■	■	■
Mafex Associates, Inc. 90 Cherry Street Box 519 Johnstown, PA 15907	■	■	■
Prentice-Hall, Incorporated Englewood Cliffs, NJ 07632		■	■

PUBLISHERS OF INSTRUCTIONAL MATERIALS

	Daily Living Skills	Personal-Social Skills	Occupational Guidance and Preparation
Quercus Corporation 2768 Pineridge Road Castro Valley, CA 94546	■		■
Scholastic Book Services 906 Sylan Avenue Englewood Cliffs, NJ 07632	■	■	■
Science Research Associates, Inc. 1540 Page Mill Road Palo Alto, CA 94304		■	■
Scott Foresman & Company 1900 East Lake Avenue Glenview, IL 60025	■		
Stackpole Books, Inc. Box 1831 Cameron & Keller Streets Harrisburg, PA 17105	■		
Stanwix House, Incorporated 3020 Chartiers Avenue Pittsburgh, PA 15204	■	■	■
Steck-Vaughn Company 807 Brazos P.O. Box 2028 Austin, TX 78768	■	■	■
Talent Assessment, Incorporated P.O. Box 5087 Jacksonville, FL 32207			■
Ten Speed Press P.O. Box 7123 Berkeley, CA 94707		■	■
United Media Enterprises The World Almanac Education Division 1278 West 9th Street Cleveland, OH 44113			■
Valpar Corporation 3801 East 34th Street Tucson, AZ 85713			■
Vocational Biographies, Inc. P.O. Box 31 Sauk Center, MN 56378			■
Weiser Educational, Inc. P.O. Box 549 El Toro, CA 92630	■	■	■
J. Weston Walsh, Publisher Box 658 Portland, ME 04104-0658			■
Xerox Education Publications P.O. Box 16629 Columbus, OH 43216	■		■

APPENDIX B

RELATED INFORMATION

FEDERAL LABOR LAWS

FAIR LABOR STANDARDS ACT

This act provides minimum wage and overtime standards, requires equal pay for equal work regardless of sex, and contains certain labor standards.

FEDERAL WAGE AND HOUR LAW

This law applies to workers in interstate or foreign commerce or in the production of goods for such commerce, and to employees in certain enterprises so engaged.

For more information about federal labor laws, contact the U.S. Department of Labor at
(602) 261-4223, Wage and Hour Division
1306 North First Street
Phoenix, AZ 85004.

ARIZONA LABOR LAWS

The Labor Department of Arizona State Industrial Commission compiles and issues the laws governing child employment. Work Education corrdinators should keep the publication "Child Employment Laws" on file for quick reference. For more information, contact the Arizona Industrial Commission at (602) 255-4515, Labor Department
1601 West Jefferson,
Phoenix, AZ 85034.

WORKMEN'S COMPENSATION INSURANCE

The Workmen's Compensation Act is designed to provide protection for employees who are accidentally injured because of or during their employment. Premiums are paid by the employer based upon the actual payroll paid to the employee. The premium rate is determined by the work classification of the employee. For more information regarding Workmen's Compensation Insurance contact:

Arizona State Compensation Fund
Legal Department
1616 West Adams
Phoenix, Arizona 85007
Telephone: 255-4501

UNEMPLOYMENT INSURANCE COVERAGE OF STUDENTS

Students in the Work Education program and regularly attending classes are usually not eligible for unemployment insurance benefits. For more information about enemployment insurance, contact:

Internal Revenue Service (federal)
(602) 257-1233
2120 North Central Avenue
Phoenix, AZ 85003

Department of Economic Security
(602) 997-2681 or (602) 252-7771
1717 West Jefferson
Phoenix, AZ 85005

RELATED INFORMATION

TARGETED JOBS TAX CREDIT

Targeted Jobs Tax Credit (TJTC) is very important to some employers since they may reduce their tax liability for 50 percent of the Work Education student's wages paid up to a maximum of $6,000. This is a *tax credit*--not a deduction!

The guide "Targeted Jobs Tax Credit Resource Manual for Cooperative Education Programs" provides a detailed description of how to implement the TJTC Program.

For more information contact:

Targeted Jobs Tax Credit Program
Department of Economic Security
207 East McDowell Avenue
Phoenix, Arizona 85004

NATIONAL RURAL DEVELOPMENT INSTITUTE
Western Washington University
Bellingham, Washington 98225
(206) 676-3576
Doris Helge, Ph.D., Director

Western Washington University is now the headquarters for a number of projects and activities related to rural education. These include the National Rural Project (NRP) and the American Council on Rural Special Education (ACRES).

TEACHING MANUALS, CURRICULUM GUIDES AND INSTRUCTION MATERIALS

A MODEL TO FACILITATE THE UTILIZATION OF EXEMPLARY VOCATIONAL EDUCATION PROGRAMS AND MATERIALS FOR SPECIAL NEEDS POPULATIONS

Educational Evaluation and Research, Inc.
Menlo Park,CA, 1984 ERIC CE0039 939

Wright, Calvin; and Others

A REFERENCE GUIDE FOR SECONDARY CAREER AND VOCATIONAL PROGRAMMING FOR HANDICAPPED STUDENTS.

Iowa State Department of Public Instruction
Des Moines
Division of Special Education
ERIC EC151 965. 1982.

Maitre, Merry; and Others

AN INDIVIDUALIZED INSTRUCTIONAL MANAGEMENT SYSTEM FOR VOCATIONAL EDUCATORS OF SPECIAL NEEDS STUDIES.

LINC Papers/Missouri LINC
609 Maryland
University of Missouri-Columbia
Columbia, MO 65211, 1983, ERIC EC161 107

Kick, Marlene

CALIFORNIA WORK/ABILITY PROJECT

Yough Employment Linkages Service Unit
721 Capitol Mall
Sacramento, CA 95814, (216) 324-3643

Gail Ziltel

CAREER DEVELOPMENT: GOALS AND PERFORMANCE INDICATORS

Michigan Department of Education
Box 928
Lansing, MI 48904

CAREER DEVELOPMENT, SPECIAL EDUCATION

Wisconsin Department of Public Instruction
126 Langdon Street
Madison, WI 53702

CAREER DEVELOPMENT - SPECIAL EDUCATION

Division for Handicapped Children
126 Langdon Street
Room 114
Madison, WI 53702

TEACHING MANUALS, CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS

CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER

Longwood Division
Link Drive
Rockleigh, New Jersey 07647

Alen Phelps and Ronald J. Lutz; Allyn and Bacon

CAREER RELATED INSTRUCTION

Director, Capital Area Career Center
611 Hagadorn Road
Mason, MI 48854

EXPLORATORY PROVOCATIONAL LEARNING EXPERIENCES FOR THE HANDICAPPED

Industrial Arts
Florida State University
Tallahassee, FL 32306

INSTRUCTIONAL STRATEGIES FOR VOCATIONAL/ SPECIAL NEEDS. RESOURCE PAPER NO. 4

New Hampshire State Department of Education
Concord, NH, 1982. ERIC EC165 104

Lister, Bob

INSTRUCTORS HANDBOOK

Capital Area Career Center
Mason, MI 48854

INTEGRATING SECONDARY HANDICAPPED STUDENTS INTO VOCATIONAL AND GENERAL EDUCATION CURRICULUMS

Midwest Resources
P.O. Box 1162
Des Moines, Iowa 50311

LEARNING TO EARN A LIVING

Division for Handicapped Children
126 Langdon Street
Room 114
Madison, WI 53702

LIFE CENTERED CAREER EDUCATION - A COMPETENCY BASED APPROACH

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091, $12.50

TEACHING MANUALS, CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS

LIFE EXPERIENCE PROGRAM

Special Education, IMC
Superintendent of Schools
100 Skyport Drive
San Jose, CA 95110

MAINSTREAMING GUIDEBOOK FOR VOCATIONAL EDUCATORS

Olympus Publishing Co.
1670 East Thirteenth Street
Salt Lake City, Utah 84105

MAKING MAINSTREAMING WORK: A HANDBOOK FOR VOCATIONAL ADMINISTRATORS

Vocational Special Needs Program
Inter-disciplinary Education
Texas A&M University
College Station, Texas 77843,

MODEL OCCUPATIONAL TRAINING PLANS AND JOB SPECIFIC SITE GUIDES. VOCATIONAL EDUCATION FOR SPECIAL STUDENTS

Larson, Carl; Lewis, Marvin

Arrowhead Area Education Agency
Learning Research Center
Iowa Central Community College
Fort Dodge, IA, ERIC CE035 449

MODIFYING VOCATIONAL PROGRAMS FOR THE HANDICAPPED

Vocational Studies Center
321 Education Building
Box 49
University of Wisconsin
Madison, WI 53706

OFFICE AND CLERICAL SKILLS: TEACHING SPECIAL NEEDS STUDENTS

West Maryland Vocational Resource Center
P.O. Box 5448
McMullen Highway
Cresaptown, Maryland 21502

PROCEDURES MANUAL FOR SPECIAL NEEDS WORK-STUDY COORDINATORS

Parish and Kok

Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850 (890925)

TEACHING MANUALS, CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS

PROJECT RAISE - RAISE II

Pima County Adult Education
131 West Congress
Room 540
Tucson, AZ 85701
(602) 747-4302

PUZZLED ABOUT EDUCATING SPECIAL NEEDS STUDENTS: A HANDBOOK ON MODIFYING VOCATIONAL CURRICULA FOR HANDICAPPED STUDENTS

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706

17 VOLUME SERIES - OCCUPATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

Board of Cooperative Education Services
of Nassau County
Division of Occupational Education
Division of Special Education
Westbury, NY 11590

SPECIAL EDUCATION INSTRUCTIONAL PARAPROFESSIONAL FACILITATOR

Kansas State Department of Education
1120 East 10th Street
Topeka, Kansas 66612

STUDENTS WITH EXCEPTIONAL NEEDS. WORK EXPERIENCE EDUCATION: ISSUES

California State Department of Education,
Sacramento
Special Education Resource Network. ERIC CE032 796

Dougan, Patricia; Waterman, Douglas

SURVIVAL EDUCATION

Binford & Mort Company
2536 S.E. 11th
Portland, OR 97202

Hall, Betty

THE EVERYDAY SKILLS PROGRAM

Northern Atlas Office
49th Avenue and Greenbelt Road
College Park, MD 20770

TEACHING MANUALS, CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS

TOWARD COMPETENCY

Oregon State Department of Education
942 Lancaster Drive, N.E.
Salem, OR 97310
Phone: (503) 378-4041

TRAINER'S GUIDE FOR STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION PROGRAMS

Regional Resource Center West
Los Angeles, CA. ERIC 032 797

Anderlini, Lyn Starr; Dougan, Particia

VOCATIONAL EDUCATION FOR SEVERELY HANDICAPPED STUDENTS

Northwest Regional Resource Center
1590 Wilamette Street
Eugene, Oregon 97401

VOCATIONAL EDUCATION/SPECIAL EDUCATION PROJECT (VESEP I & II)

Vocational Education/
Special Education Project
Sloan Hall
Central Michigan University
Mt. Pleasant, MI 48859

VOCATIONAL EDUCATION: TEACHING THE HANDICAPPED IN REGULAR CLASSES

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

VOCATIONAL ENTRY SKILLS FOR L. D. STUDENTS

Special Education-Vocational Education
Westmoor High School
Daly City, CA 94015

Winifred Washburn

VOCATIONAL GUIDE FOR HANDICAPPED

Director of Special Education
Kern High School District
2000 24th Street
Bakersfield, CA 93301

WORK EXPERIENCE EDUCATION FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS AT THE SECONDARY LEVEL IN CALIFORNIA

Summary, 1982
California State Department of Education,
Sacramento
Division of Special Education
ERIC EC160 457

Barber, Louis

VOCATIONAL ASSESSMENT

The following is a partial list of tests, test publishers, work sample systems and occupational information resources. The assessment area(s) covered by each test is indicated.

TESTS, TOOLS AND OTHER MATERIALS

THE PSYCHOLOGICAL
CORPORATION
(Educational & Psychological -
2 catalogs)
757 Third Avenue
New York, NY 10017

	Job Awareness	Needs	Skills and Abilities	Work Habits	Interests	Daily Living Skills
Adult Basic Learning Examination			■			
Baranquilla Rapid Survey Intelligence Test			■			
Bender Visual Motor Coordination Test			■			
Bennett Hand Tool Dexterity Test			■			
Bennett Mechanical Comprehension Test			■			
College Qualification Test			■			
Crawford Small Parts Dexterity Test			■			
Design Judgement Test (artistic occupations)			■			
Differential Aptitude Test (battery)			■			
Gates-MacGinitie Reading Test			■			
General Clerical Test			■			
Minnesota Multi-Phasic Personality Inventory		■		■		
Minnesota Vocational Interests Inventory	■	■			■	
Oral Directions Test			■			
Raven Progressive Matrices (all nonverbal)			■			
Revised Minnesota Paper Form Board Test			■			
Stanford Acheivement Test			■			
Vineland Social Maturity Scale		■				■
Watson-Glaser Critical Thinking Appraisal			■			
Wechsler Adult Intelligence Scale			■			
Wechsler Intelligence Scale for Children			■			
Wechsler Memory Scale			■			
Wide Range Achievement Test			■			
Wide Range Vocabulary Test			■			

TESTS, TOOLS AND OTHER MATERIALS

	Job Awareness	Needs	Skills and Abilities	Work Habits	Interests	Daily Living Skills
SCIENCE RESEARCH ASSOCIATES **Order Department** **259 East Erie** **Chicago, IL 60611**						
Computer Programmer Aptitude Test Battey			■			
Purdue Pegboard Test			■			
CONSULTING PSYCHOLOGISTS PRESS, INC. **577 College Avenue, P.O. Box 11536** **Palo Alto, CA 94036**						
Jesness Inventory			■			
Self-Directed Search	■		■		■	
Vocational Preference Inventory	■		■		■	
AMERICAN GUIDANCE SERVICE, INC. **Publishers Building** **Circle Pines, MN 55014**						
Minnesota Rate of Manipulation Test			■			
Minnesota Spatial Relations Test			■			
INSTITUTE FOR PERSONALITY AND ABILITY TESTING **1602 Coronado Drive** **Champaign, IL 61820**						
Children's Personality Questionnaire		■				
High School Personality Questionnaire		■				
Sixteen Personality Factor Questionnaire		■				
NCS/INTERPRETIVE SCORING SYSTEMS **4401 West 76th Street** **Minneapolis, MN 55435**						
Career Assessment Inventory	■		■		■	
Sixteen Personality Factor Questionnaire			■			
Strong-Campbell Interest Inventory	■				■	
CTB/McGRAW-HILL **Order Service Center** **Del Monte Research Park** **Monterey, CA 93940**						
Career Maturity Inventory	■	■				
California Achievement Test			■			
Occupational Interest Inventory	■	■			■	

APPENDIX B

TESTS, TOOLS AND OTHER MATERIALS

	Job Awareness	Needs	Skills and Abilities	Work Habits	Interests	Daily Living Skills
GUIDANCE ASSOCIATES 1526 Gilpin Avenue Wilmington, DE 19806						
Wide Range Interest & Opinion Test	■	■			■	
AMERICAN ASSOCIATION ON MENTAL DEFICIENCY 5101 Wisconsin Avenue, N.W. Washington, DC 20016						
AAMD-Becker Reading Free Vocational Interest Inventory	■	■			■	
AAMD Adaptive Behavior Rating Scale		■		■		■
IBM CORPORATION						
Card Punch Aptitude Test			■			
VOCATIONAL/PSYCHOLOGICAL RESEARCH Elliott Hall University of Minnesota Minneapolis, MN 55455						
Minnesota Importance Questionnaire		■			■	

The following is a partial list of commercial work sample manufacturers.

CARRELS FOR HAND-ON INDIVIDUALIZED CAREER EDUCATION (CHOICE):	Career Research Corporation P.O. Box 151277 Salt Lake City, UT
COATS WORK SAMPLE:	Prep Inc. 10007 Whitehead Road Extension Trenton, NJ 08638 609-695-0088
HESTER EVALUATION SYSTEM:	Evaluation Systems, Inc. 640 North LaSalle Street, Suite 698 Chicago, IL 60610
HESTER-PHOENIX ABILITY SURVEY SYSTEM:	Human Services Data Center Two North Riverside Plaza, Suite 2213 Chicago, IL 60606 312-454-0900
JEVS, VIEWS, VITAS WORK SAMPLE SYSTEM:	Vocational Research Institute - JEVS 1700 Sansom Street Philadelphia, PA 19103 215-893-5900

APPENDIX B

WORK SAMPLE MANUFACTURERS

McCARRON-DIAL EVALUATION SYSTEMS:	McCarron-Dial Systems P.O. Box 45628 Dallas, TX 75245 214-247-5945
MICRO-TOWER GROUP VOCATIONA EVALUATION SYSTEM:	Micro-Tower Institute Services ICD Rehabilitation & Research Center 340 East 24th Street New York, NY 10010 212-679-0100
PROJECT DISCOVERY:	Experience Education 402 Reed Street Red Oak, IA 51566
S.A.V.E. SYSTEMATIC APPROACH TO VOCATIONAL EVALUATION:	S.A.V.E. Enterprises P.O. Box 5871 Rome, GA 30161
SINGER WORK SAMPLE EVALUATION SYSTEM, CAREER AWARENESS LABORATORY:	Singer Educational Division Career Systems 80 Commerce Drive Rochester, NY 14623 716-334-8080
TALENT ASSESSMENT PROGRAMS (TAPS):	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, Fl 32205
TOOL TECHNOLOGY (MIND):	Mind, Incorporated 181 Main Street Norwalk, CT 06851
THE TOWER SYSTEM:	ICD Rehabilitation Research 340 East 24th Street New York, NY 10010
VALPAR COMPONENT WORK SAMPLES, PRE-VOCATIONAL READINESS BATTERY, JOB READINESS MATERIALS, V.O.I.C.E.:	Valpar International 3801 East 34th Street, Suite 105 Tucson, AZ 85713 602-790-7176
VOCATIONAL SKILLS ASSESSMENT AND DEVELOPMENT PROGRAM:	Broadhead-Garrett Company 4560 East 71st Street Cleveland, OH 44105
WIDE RANGE EMPLOYABILITY SAMPLE TEST (WREST):	Jastak Associates, Inc. 1526 Gilpen Wilmington, DE 19806

OTHER TESTING RESOURCES:

LEITER INTELLIGENCE TEST VARIOUS KINDS OF TESTING APPARATUS	STOELTING COMPANY 424 North Homan Avenue Chicago, IL 60624
ALL TYPES OF STOPCLOCKS AND TIMERS	MEYLAN STOPWATCH CORPORATION 264 West 40th Street New York, NY 10018
WORK SAMPLE MANUAL CLEARINGHOUSE VOCATIONALLY-RELATED PUBLICATIONS	MATERIALS DEVELOPMENT CENTER Department of Rehabilitation & Manpower Services University of Wisconsin - Stout Menomonie, WI 54751
THE PRELIMINARY DIAGNOSTIC QUESTIONNAIRE	WEST VIRGINIA REHABILITATION Research & Training Center One Dunbar Plaza, Suite E Dunbar, WV 25064
REVISED OCCUPATIONAL PROFILES KITS (CAREER EDUCATION AND OCCUPATIONAL GUIDANCE)	JOHNSON PUBLISHING COMPANY 428 South Wilbur Mesa, AZ
MATERIALS FOR OCCUPATIONAL, VOCATIONAL AND CAREER EDUCATION	CAREER AIDS, INC. 8950 Lurline Avenue, Dept. F Chatsworth, CA 91311
VARIETY OF ASSESSMENT AND CURRICULUM MATERIALS	CURRICULUM ASSOCIATES, INC. 5 Esquire Road North Billerica, MA
INTEREST, PERSONALITY, VALUES AND OTHER ASSESSMENT TOOLS	INTERPRETIVE SCORING SYSTEMS 4401 West 76th Street Minneapolis, MN 55435
CAREER EDUCATION AND GUIDANCE MATERIALS	CAREERS, INC 1211 10th Street, S.W. P.O. Box 135 Largo, FL 33540
ASSESSMENT, OCCUPATIONAL INFORMATION AND OTHER MATERIALS	PESCO 21 Paulding Street Pleasantville, NY 10570

APPENDIX B

OCCUPATIONAL INFORMATION

The following is a list of possible sources of occupational information.

DICTIONARY OF OCCUPATIONARY TITLES (1977):	Superintendent of Public Documents U.S. Government Printing Office Washington, DC 20402
OCCUPATIONAL OUTLOOK HANDBOOK:	Superintendent of Public Documents U.S. Government Printing Office Washington, DC 20402
CAREERS, INC. EXPLORATORY KIT:	Careers, Inc. P.O. Box 135 Largo, FL 33540
COUNSELOR'S INFORMATION SERVICE:	B'Nai B'Rith Career and Counseling Service 1640 Rhode Island Avenue Washington, DC 20036
CAREER INFORMATION KIT:	Science Research Associates, Inc. 259 East Erie Street Chicago, IL 60611
CHRONICLE GUIDANCE OCCUPATIONAL LIBRARY:	Chronicle Guidance Publications, Inc. Moravia, NY 13118
GUIDE TO OCCUPATIONAL EXPLORATION:	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402
ARIZONA DEPARTMENT OF ECONOMIC SECURITY:	Labor Market Information P.O. Box 6123 Phoenix, AZ 85005
ARIZONA CAREER INFORMATION SYSTEM (ACIS):	Arizona Career Information System 1910 West Jefferson, Suite 2 Phoenix, AZ 85009
GUIDANCE INFORMATION SYSTEM (GIS):	Time Share Corporation P.O. Box 683 Hanover, NH 03755

APPENDIX C

The following section provides a variety of sample forms to be considered in addressing aspects of a work experience program. The user is urged to utilize them as is or modify them as necessary. The forms provided relate to the following areas:

STUDENT APPLICATION FOR WORK EXPERIENCE
PARENTAL PERMISSION
INDIVIDUAL VOCATIONAL EDUCATION PLAN
TRAINING PLAN AND AGREEMENT
VOCATIONAL EVALUATION REPORT
WORK TRAINING EVALUATION

We wish to thank the following school districts who supplied sample forms:

Flowing Wells School District
Maine Bureau of Vocational Education
Marana Public Schools
Marquette-Alger Intermediate School District
Mesa Public Schools
New Hampshire Division of Vocational-Technical Education
Phoenix Union High School District
Pima County Schools

WORK EXPERIENCE PROGRAM **STUDENT APPLICATION**

SCHOOL ______________________________

STUDENT'S NAME ______________________________

GRADE ____________________ DATE __________

PERSONAL INFORMATION

HOME ADDRESS ______________________________

____

____________________ PHONE __________

SOCIAL SECURITY NUMBER ______________________________

MALE OR FEMALE ____________________ MARRIED OR SINGLE __

NUMBER OF DEPENDENTS ______________________________

FATHER'S NAME ______________________________

ADDRESS ______________________________
If different to students ______________________________

____________________ PHONE __________

OCCUPATION ______________________________

MOTHER'S NAME ______________________________

ADDRESS ______________________________
If different to students ______________________________

____________________ PHONE __________

OCCUPATION ______________________________

WHO DO YOU LIVE WITH FATHER MOTHER BOTH OTHER Please check one ✓

IF OTHER PLEASE EXPLAIN ______________________________

DO YOU HAVE AN ARREST RECORD ________ IF YES PLEASE DETAIL ______________________________

____

HEALTH INFORMATION

IN CASE OF INJURY NOTIFY

NAME ______________________________

ADDRESS ______________________________

____

____________________ PHONE __________

HOW WOULD YOU DESCRIBE YOUR HEALTH	EXCELLENT GOOD AVERAGE POOR BAD	WHAT PHYSICAL DISABILITIES DO YOU HAVE	SIGHT HEARING SPEECH ARMS LEGS OTHER

Please check ✓

DETAIL ANY PHYSICAL LIMITATIONS YOU HAVE ______________________________

____

STUDENT APPLICATION

SCHOOLWORK INFORMATION

LIST SUBJECT YOU LIKE BEST ______

LIST SUBJECTS YOU LIKE LEAST ______

LIST ACTIVITIES YOU DO AFTER SCHOOL ______

WHAT KIND OF STUDENT WOULD YOU SAY YOU ARE ABOVE AVERAGE AVERAGE BELOW AVERAGE Check one

NUMBER OF DAYS ABSENT ______ NUMBER OF DAYS TARDY ______

WHAT ARE YOUR PLANS AFTER GRADUATION ______

WORK PROGRAM INFORMATION

WHY DO YOU WANT TO BE IN THIS PROGRAM ______

DO YOU PREFER TO WORK WITH PEOPLE INFORMATION THINGS Check one

WHAT ARE YOUR CURRENT INTERESTS
1 ______
2 ______
3 ______

CAN YOU PROVIDE YOUR OWN TRANSPORTATION ______ DO YOU HAVE A DRIVERS LICENSE ______

WHAT KIND OF COMPANY WOULD YOU LIKE TO WORK FOR ______

LIST PAST WORK EXPERIENCE Most recent first

EMPLOYERS NAME	ADDRESS	TYPE OF WORK

LIST THREE PEOPLE WHO WOULD RECOMMEND YOU FOR THIS PROGRAM

NAME	ADDRESS	TITLE

The information contained in this application is, to the best of my knowledge, complete and accurate.

STUDENT SIGNATURE DATE

Date

Dear Parent,

Your child has expressed an interest in our work experience program. The purpose of this program is to aid your child's transition from school to the world of work. It will provide information on such things as how to find jobs, how to complete application forms, how to get an appointment and how to interview for a job. It will also give an understanding of on the job responsibilities and work habits.

We will be helped by the business community in preparing students for this experience and in providing job opportunities. Students in this program will be working with local businesses and will be responsible for their attendance and participation in both this program and the regular school curricula.

Each student will be responsible for getting to and from the worksite and we hope that you will help in that respect. Reliable transportation often means the difference between successful employment and unemployment.

If you have any concerns or questions about this program please call

at

Sincerely,

Work Experience Program
Coordinator

PERMISSION

In order for your child to participate in the program, we need your permission. Please complete and sign this slip and return it to school. Thank you.

NAME OF STUDENT ______________________ Has my permission to participate in the Work Experience Program. I am aware of the responsibilities of both parent and student in joining the program.

PARENT SIGNATURE ______________________ DATE ______________

STUDENT SIGNATURE ______________________ DATE ______________

COORDINATOR SIGNATURE ______________________ DATE ______________

NOTE

INDIVIDUAL VOCATIONAL EDUCATION PLAN

Note: This form may be used as an IVEP or adapted for use an an IEP

SCHOOL

STUDENT'S NAME

BIRTHDATE IDENTIFICATION NUMBER

TEACHER GRADE

PRESENT LEVELS OF PERFORMANCE

	STRENGTHS	NEEDS	CURRENT ACHIEVEMENT
ACADEMIC			
BEHAVIORAL			
SELF HELP			
PREVOCATIONAL			
VOCATIONAL			
OTHER			

SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED

✓ **Please check one**

SELF-CONTAINED RESOURCE FREQUENCY

DATES OF: INITIATION DURATION

PERSON RESPONSIBLE Optional

CATEGORICAL PLACEMENT

PARTICIPANTS

AGENCY REPRESENTATIVE DATE

STUDENTS SPECIAL EDUCATION TEACHER DATE

STUDENTS REGULAR EDUCATION TEACHER DATE

PARENT/GUARDIAN DATE

STUDENT DATE

EVALUATOR DATE

INTERPRETER DATE

OTHER DATE

Indicate alternative parental participation if parent(s)/Guardian(s) are unable to attend

INDIVIDUAL OR CONFERENCE CALLS ______________________ DATE(S) __________

HOME VISITS ______________________ DATE(S) __________

OTHER ______________________ DATE(S) __________

RELATED SERVICES TO BE PROVIDED

	✓ YES	NO	FREQUENCY	DATES OF INITIATION	DURATION
TRANSPORTATION					
OCCUPATIONAL THERAPY					
PHYSICAL THERAPY					
SPEECH THERAPY					
SPEECH PATHOLOGY ASSESMENT					
ADAPTIVE P.E.					
SOCIAL WORK					
COUNSELING					
MEDICAL SERVICES For diagnostic or evaluative purposes					
AUDIOLOGY SERVICES					
PSYCHOLOGICAL SERVICES					
INTERPRETER For evaluation or instruction					
VOCATIONAL EDUCATION					
WORK EXPERIENCE					
OTHER					
NONE					

DESCRIBE EXTENT OF PARTICIPATION INCLUDING MODIFICATIONS IN THE REGULAR PROGRAM

DESCRIBE CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT

INDIVIDUAL VOCATIONAL EDUCATION PLAN

ANNUAL GOALS

ACADEMIC

DATE REVISED

VOCATIONAL

SUPPORT SERVICES

SHORT TERM OBJECTIVES

ANNUAL GOAL NUMBER

1

MATERIALS METHODS

EVALUATION PROCEDURES

MASTERY DATE / COMMENTS

2

MATERIALS/METHODS

EVALUATION PROCEDURES

MASTERY DATE/COMMENTS

3

MATERIALS/METHODS

EVALUATION PROCEDURES

MASTERY DATE/COMMENTS

4

MATERIALS/METHODS

EVALUATION PROCEDURES

MASTERY DATE/COMMENTS

WORK EXPERIENCE PROGRAM **TRAINING AGREEMENT**

SCHOOL

STUDENT NAME GRADE

EMPLOYER

STUDENT ADDRESS

PHONE

SOCIAL SECURITY NUMBER

TRAINING STATION ADDRESS

PHONE

TRAINING SUPERVISOR

STUDENT OCCUPATION

STARTING WAGE HOURS PER WEEK

AGREEMENT

The information detailed above is correct and constitutes an agreement to participate in a work experience program. I have been informed of my responsibilities in this program and agree to fulfill those responsibilities to the best of my ability.

STUDENT SIGNATURE DATE

PARENT SIGNATURE DATE

TRAINING SUPERVISOR SIGNATURE DATE

COORDINATOR SIGNATURE DATE

It is suggested that a separate sheet be attached detailing the responsibilities of all the parties collaborating in the work experience program.

WORK EXPERIENCE PROGRAM STUDENT PROFILE AND VOCATIONAL ASSESSMENT SUMMARY

SCHOOL ______________________________ DATE ____________

STUDENTS NAME ______________________________ BIRTHDATE ____________

COUNSELOR/EVALUATOR ______________________________ GRADE ____________

STUDENT PROFILE

KEY

0 Students performance is not a significant variable in training and/or employment success.

1 Student's performance or behavior appears to be unacceptable for most training and employment situations.

2 Student's performance or behavior appears to be such that it would be minimally acceptable for some jobs. Maximum employability may not occur unless change is made.

3 Student's performance or behavior appears to be acceptable for most training or employment situations.

4 Student's performance or behavior should contribute to the success of training and/or work experience (Job Placement).

JOB AWARENESS

	0	1	2	3	4		TARGETED OBJECTIVES
Aware of range of occupations						✓	
Understands job requirements							
Aware of specific duties of job							

LEVEL OF UNDERSTANDING STUDENT DEMONSTRATES ABOUT THE WORLD OF WORK. ____________

____

OCCUPATIONAL CLUSTERS MOST FAMILIAR TO STUDENT ______________________________

NEEDS

Physical	✓
Emotional	
Cultural	

SPECIAL NEEDS RELATED TO SCHOOL ACTIVITIES ______________________________

____

NEEDS/CONCERNS ABOUT EMPLOYMENT. ______________________________

____

OCCUPATIONAL CLUSTER(S) SUITED TO STUDENT'S NEEDS. ______________________________

SKILLS AND ABILITIES

Vocational	✓
Academic	
Physical	

CLEARLY IDENTIFIED VOCATIONAL STRENGTHS. ______________________________

____

BEST SCHOOL SUBJECTS ______________________________

OTHER DEMONSTRATED ASSETS ______________________________

OCCUPATIONAL CLUSTER(S) SUGGESTED. ______________________________

STUDENT PROFILE AND VOCATIONAL ASSESSMENT SUMMARY

WORK HABITS

0 1 2 3 4 ✓

Responsible
Interacts appropriately
Works independently

BEHAVIORS THAT WILL BE ASSETS FOR THE STUDENT IN A WORKING SETTING. ______

PROBLEM BEHAVIORS ______

OCCUPATIONAL CLUSTER(S) SUGGESTED. ______

INTERESTS

Likes and Dislikes well defined ✓
Identified vocational goals
Verified by experience

CURRENT LIKES AND DISLIKES ______

LONG RANGE CAREER GOALS ______

OCCUPATIONAL CLUSTERS SUGGESTED ______

DAILY LIVING SKILLS

Personal care
Home/Life management ✓
Job readiness skills

PROBLEMS ASSOCIATED WITH PERSONAL CARE ______

FUNCTION LEVEL OF HOME/LIFE MANAGEMENT SKILLS ______

ADEQUACY OF JOB READINESS SKILLS ______

TARGETED OBJECTIVES OF THESE PLAN STATEMENTS ______

PRIMARY RECOMMENDATIONS

SHORT TERM　　　　LONG TERM

SECONDARY RECOMMENDATIONS

SHORT TERM　　　　LONG TERM

OCCUPATIONAL CLUSTERS INDICATED ______

WORK EXPERIENCE PROGRAM — STUDENT EVALUATION

SCHOOL ______________________________

STUDENT NAME ______________________________

EMPLOYERS NAME ______________________________

JOB TITLE ______________________ DATE ______________

EVALUATION

WEEKLY MONTHLY QUARTERLY OTHER ________

Check one

An evaluation will assist us in helping this work experience student understand what strengths and weaknesses they have as an employee. Please rate this student in comparison with an average employee working for your company. Thank you.

✓	EXCELLENT					AVERAGE				UNSATISFACTORY
	10	9	8	7	6	5	4	3	2	1
ATTENDANCE										
ATTITUDE										
To people										
To work										
DEPENDABILITY										
ADAPTABILITY										
WORK										
Quantity										
Quality										
INITIATIVE										
APPEARANCE										
LEADERSHIP										

COMMENTS

Please note any information that may help thisstudent and/or give a clearer description of this students performance.

Signature of evaluator ______________________ Date ______________

Title ______________________________

FUNDING RESOURCES

In attempting to develop and implement a Work Experience type program, an obvious issue of major concern revolves around funding and the acquisition of other necessary resources. The following synthesis of possible sources of funds is not meant to be all inclusive, but rather to provide examples of the major source of funds. Further information can be obtained from the identified sources.

VOCATIONAL EDUCATION

Federal Formula - Secondary (FY 1986, Arizona Funding Handbook)

INTRODUCTION

The Carl D. Perkins Act of 1984 set down specific allocations for expenditures to support those persons unable to succeed in regular vocational training leading toward gainful employment. (Effective July 1, 1985 and is authorized through fiscal year 1990.)

Under Part "A" (Vocational Education Opportunities) specific monies are set aside for the Disadvantaged and Handicapped and for those of limited English speaking ability and who are unable to succeed in regular vocational instructional programs without special programs and supportive services.

These guidelines are, therefore, prepared to provide technical assistance as well as outline the procedures necessary to organize and administer occupational programs and supportive services for persons with special needs. It should be recognized that local educational agencies must adapt these procedures in order to meet the needs of the local community and the special population needs to be served.

Funds reserved for disadvantaged/handicapped individuals may be used only for the additional cost of "mainstreaming" or separate classes developed for such individuals.

If disadvantaged/handicapped students require separate programs/classes, each district may use these funds only for the federal share of the costs of services and activities which exceeds the average per pupil expenditure for comparable regular vocational education services and activities.

Districts must use funds for supplemental or additional staff, equipment, materials and services that are not provided to other individuals in vocational education and that are essential for the disadvantaged/handicapped individual to particpate in vocational education.

Districts must certify on Application Form 22-033 that the federal monies be matched dollar-for-dollar by local district funds.

State Special Education Group "B" monies can be used for matching purposes but only if used for the activities that are in excess of the normal expenditures provided by a district and for only vocational purposes.

50 PERCENT EXCESS COST MATCHING REQUIREMENTS

Excess costs are to be interpreted as the cost of special education and related services above the cost of regular students in vocational programs.

Vocational funds for disadvantaged/handicapped purposes shall require, from nonfederal sources, an amount equal to, or greater than, the federal money used in each category/program/class.

FUNDING RESOURCES

These funds require a separate budget and cannot be commingled with other federal, state or local funds.

EXAMPLE

If the costs for a regular vocational student were $600 and the costs of a disadvantaged vocational student enrolled in the same program were $750, the $150 would be the excess cost. Fifty percent, or $75 of the $50 would be counted as match money paid for from federal funds and the other $75 would be required from local funds.

If the students are placed in a separate program and provided separate or additional services that those required over and above the regular students, program costs can likewise be charged as excess cost. Fifty percent of this amount would be matching monies with a dollar-for-dollar match by the local district.

The eligible recipient is therefore eligible to use the federal funds for *50 percent of the identified added cost factor*.

Eligible recipients using the federal monies for disadvantaged/handicapped students in regular vocational programs must identify those services or activities unique to their special needs. This then would be their eligibility to use the federal funds for the excess costs.

TYPES OF SERVICES/ACTIVITIES THAT MAY BE PROVIDED

PLANNING AND DEVELOPMENT

Consultants to assist in the assessment of district vocational special needs programs and practices and to assist in the development of the operational plans.

Extended contracts for existing employees to accomplish assessment planning.

GUIDANCE FUNCTIONS

New employees (Vocational Guidance Counselors, Career Aides, Vocational Evaluators, etc.).

Career information to include: text, computer-based materials, instructive video material/equipment.

Vocational counseling services for students and/or their families (pay for extended contracts).

Purchase of assessment instruments/equipment.

Consultant services for guidance functions.

INSTRUCTION

MODIFICATION OF CURRICULUM: required to enable special needs students to continue in regular vocational program by assisting them to compensate for their special needs including:

Allocation of additional time to develop skills.

Specially designed workbooks or textbooks.

FUNDING RESOURCES

Analysis of tasks within occupations to identify possible modifications of instruction, equipment, or methods.

Tutorial services.

DEVELOPMENT OF CURRICULUM: required to provide students with specially designed programs to suit their individual needs including:

Research, experimental and demonstrate projects.

Contracts with consultants, specialists or teachers.

Salaries for additional teaching staff and curriculum specialists.

Purchase of curriculum materials/equipment to include computer hardware/software.

PLACEMENT

Job placement services, including job finding and employment follow-up

Programs and/or supportive services must be used to provide the following activities to assist the persons identified as handicapped to enter/succeed in regular vocational programs or modified programs leading toward employment.

CRITERIA

Provide to all handicapped students information on vocational opportunities and the requirements for eligibility to enter into them.

Develop and disseminate to parents and youth vocational education opportunities and their requirements.

Develop Individual Vocational Education Plans (IVEP) through vocational assessments and other testing methods for students enrolled in or preparing to enroll in vocational education.

Provide vocational assessments for students prior to entering vocational programs or reassessing those already enrolled.

Provide for each vocational student long- and short-range vocational goals prior to placement into a vocational program or as a result of an assessment during the program.

Provide the results of the assessment, individual plan, and other educational information to the instructor prior to placement of the student into a vocational program.

Provide placement and articulation to handicapped vocational students.

Provide guidance and counseling services for placement into employment or postsecondary vocational education opportunities.

Develop and implement strategies that reduce the dropout rate from vocational programs (select one or more).

Provide modified vocational programs or instructional processes that encourage success and achievement of student's stated goals.

Provide for reduction of student/teacher ratio through aides or other teaching personnel or separate programs when needed.

FUNDING RESOURCES

Provide for remedial basic skills related to vocational competencies through peer or professional tutorial processes.

Provide for summer work programs in cooperation with local J.T.P.A. providers' activities that will enhance the understanding of how to achieve success in obtaining their occupational goal.

STATE VOCATIONAL EDUCATION FORMULA AND DISCRETIONARY FUNDS.

Information on these sources needs to be obtianed each year as priorities and areas of emphasis are adapted to best address state needs.

Local education agencies are eligible to apply for federal funds through the Office of Special Education and Rehabilitative Services and other sections of the United States Office of Education. The information regarding funding and the request for proposal (RFP) process is published regularly and is available from the Office of Education.

Petition to the Arizona Department of Education regarding vocational education funds for handicapped, suggested alteration of state plan.

SPECIAL EDUCATION

PART B - EHA ENTITLEMENT FUNDS (P.L. 94-142).

Funds are available to implement the requirements of Part B of the Education of the Handicapped Act which was amended by P.L. 94-142 in 1975 to assure that all handicapped children have available to them a free appropriate public education. The only limitation on use of these funds is a non-supplanting restriction.

PART B - EHA DISCRETIONARY FUNDS (P.L. 92-142).

These funds constitute 20% of the total allocation of the Education of the Handicapped Act to the state. These funds may be used for direct programs/services, related services, evaluation, technical assistance, pre-school and model projects for special education students. Funds are obtained through a request for proposal process (RFP) and information is sent to local education agencies in the spring of each year.

OTHER FUNDING SOURCES

Rehabilitiation Services, Office of Special Education and Rehabilitative Services. Objective is to provide funds to state Vocational Rehabilitation agencies and public or nonprofit organizations for projects and demonstrations which hold promise of expanding and improving services for metally and physically handicapped over and above those provided by the Basic Support program administered by state.

Private Foundations exist in several local areas and nationally and may or may not target vocational/career related services for handicapped youth. Business and industry is involved in many of these and serves as a possible source of funds by itself. Specific information needs to be obtained directly from the foundation or business.

For more information regarding funding sources, contact:

Arizona Department of Education
Program Support Section/Special
Education Section
1535 West Jefferson
Phoenix, AZ 85007
(602) 255-3437 / 255-3183

Rehabilitation Services Administration
Department of Education
Washington, D.C. 20202
(202) 245-0537

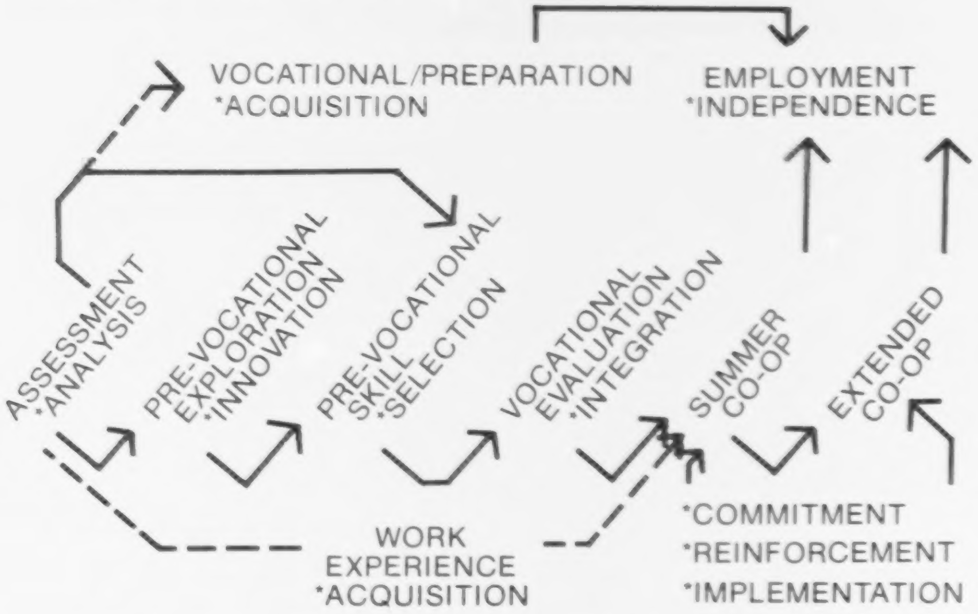
PROGRAM MODELS AND CONTACT PERSONS

The following program models and descriptions are presented as examples of work experience and related programs for special education students. Requests for information were sent to local education agencies throughout the state. Responses were received from the following:

- Chandler Unified School District
- Deer Valley Unified School District
- Flowing Wells Unified School District
- Garden Park Enterprises, Inc.
- Glendale Union High School District
- Mesa Unified School District
- Phoenix Day School for the Deaf
- Phoenix Union High School District
- Pima County Schools
- Pinal County Special Education School
- Prescott Unified School District
- Scottsdale Unified School District
- Sierra Vista Unified School District
- Tempe Union High School District
- Tucson Unified School District
- Yuma Union High School District

We wish to express our appreciation to these districts/agencies and the contact persons identified. The users are encouraged to consider the information as it relates to their situation and to feel free to contact the individuals mentioned. In addition, several programs from outside the state are described for your use.

CHANDLER UNIFIED SCHOOL DISTRICT


VOCATIONAL/PREPARATION
*ACQUISITION
EMPLOYMENT
*INDEPENDENCE
ASSESSMENT
*ANALYSIS
PRE-VOCATIONAL
EXPLORATION
*INNOVATION
PRE-VOCATIONAL
SKILL
*SELECTION
VOCATIONAL
EVALUATION
*INTEGRATION
SUMMER
CO-OP
EXTENDED
CO-OP
*COMMITMENT
*REINFORCEMENT
*IMPLEMENTATION
WORK
EXPERIENCE
*ACQUISITION

NOTE: The solid lines indicate possible alternatives for any handicapped student; the broken lines, alternatives for L.D. only.

*Indicates the intrapersonal processes taking place within the student at each step.

CONTACT WM. F. Kolter, Vocational Coordinator

ADDRESS Chandler High School
350 North Arizona Avenue
Chandler, AZ 85224

PHONE 963-4537, ext. 60

PROGRAM MODELS AND CONTACT PERSONS

DEER VALLEY UNIFIED SCHOOL DISTRICT

VOCATIONAL EDUCATION

During the freshman year each Special Services student participates in the development of his Individual Vocational Education Plan. This is done via the Special Services Career Lab, in which the student's interests, aptitudes and abilities are identified. "Hands-on" work samples, vocational classroom visits and interviews with students currently in a particular program are emphasized. The results of the Career Lab experience are used to develop a Four Year Plan of classes leading to the completion of the student's vocational goal. The student's Four Year Plan is reviewed yearly with teachers, parents, student and support staff.

Once a Special Services student is enrolled in a vocational class, tutoring assistance is supplied to him/her by an Instructional Technician. This assistance might come in the form of additional or repeated classroom demonstrations, paraphrasing of text material being presented, preparation for tests and help with written work. When merited, special sections of a particular class (Woods 1-2) have been arranged so as to have 8-10 Special Services students in a class of 24. An Instructional Technician is then assigned to this class on an everyday basis. By doing this, students can receive the greatest amount of Instructional Technical support while still achieving the positive effects of mainstreaming.

WORK EXPERIENCE

Students are encouraged to apply for regular Vocational Cooperative Education programs (I.C.E., A.D.E., H.E.R.O., D.E.C.A., CHAMP) whenever feasible. A work experience program is also offered through the Special Services Department which includes work adjustment and on- and off-campus work placement.

EMH PROGRAM

Students in the Self-Contained EMH program are offered the above services in addition to the EMH Helper Program. Via this program EMH students are taught specific skills (Carpentry Helper, Horticulture Helper). This class is team taught by regular vocational education teacher and the Self-Contained EMH teacher. This is a new program which will begin during the 1985-86 school year.

CONTACT	Joanne Martin, Director of Special Education	Sabra Joseph, Vocational Evaluator
ADDRESS	Deer Valley Unified School District 20402 North 15th Avenue Phoenix, AZ 85027	Deer Valley High School 18424 North 51st Avenue Glendale, AZ 85308
PHONE	866-5600	866-5863

FLOWING WELLS SCHOOL DISTRICT

PREVOCATIONAL/WORK EXPERIENCE PROGRAMS

Prevocational classes are provided for the learning disabled, emotionally handicapped and educable mentally handicapped students who are 13+ years of age. This class covers career exploration and job seeking skills and meets for five hours per week. On-campus and District Site Work Experience programs are available to those students 14+ years of age. These experiences can be paid or nonpaid. Community Job Placement is available to those students 16+ years of age. Students must take a vocational class in conjunction with Work Experience in order to receive school credit for the job. Aide positions provide tutoring or assistance to special education students in regular vocational classes. All secondary trainable mentally handicapped students are provided a Prevocational Class which meets for one hour per week. Work adjustment training, an

PROGRAM MODELS AND CONTACT PERSONS

Interdistrict School Program-Sheltered Workshop, and Community Work Training are also available to trainable mentally handicapped students. The Sheltered Workshop is located at RWAC, a local Rehabilitation Program. The students are paid on piece rate basis.

CONTACT Jane Bartelme, Vocational Education/Special Needs Coordinator
ADDRESS 3725 West Flowing Wells Road
Tucson, AZ 85705

PHONE 887-1100, Ext. 258

GARDEN PARK ENTERPRISES, INC.

The Vocational Services program at Garden Park Enterprises, Inc. is designed with the purpose of providing comprehensive services to handicapped individuals to assist them in attaining their optimal vocational functional level.

To address this purpose, the Vocational Services Program offers the following:

VOCATIONAL EVALUATION

Computerized screening that provides a performance-based foundation for the development of more reliable and accurate vocational planning.

"Hands-on" work sampling that simulates "real" work and that elicits critical work skills, behaviors and habit.

Standardized testing that provides information regarding interest, aptitudes and abilities.

WORK ADJUSTMENT TRAINING

Utilization of individual and group activities that address identified critical work behaviors and skills for the individual to become functional in the least restrictive environment.

JOB TRAINING

Utilization of community-based job training sites that provide the individual with the opportunity to experience "real" work demands and to acquire the necessary entry level skills in an identified job.

JOB SEEKING CLASSES

A classroom type activity that combines motivating the individual to obtain employment, as well as instructing them in the "how to's" of finding a job that is compatible with their unique skills, abilities and interests.

JOB PLACEMENT/FOLLOW-UP

Individualized assistance to aid the client in locating job opportunities and securing employment. Graduated levels of staff involvement are utilized depending on the needs of the client.

CONTACT James C. Hartwell, Program Coordinator
ADDRESS 1142 West Hatcher
Phoenix, AZ 85021

PHONE 861-2922

PROGRAM MODELS AND CONTACT PERSONS

GLENDALE UNION HIGH SCHOOL DISTRICT

CORTEZ HIGH SCHOOL WORK EXPERIENCE PROGRAM

Students are found jobs by the work experience coordinator and, in some cases, the student himself. Work Experience objectives are written on the student's IEP. The coordinator meets with the students at least once a week to work on a curriculum devised by the coordinator. It covers pre-employment and employment skills such as resumes, applications, interviewing, and telephone techniques. Employers are contacted by the coordinator every two weeks by telephone or job site visits. Work Reports are sent to employer every grading period. Students keep weekly records of the days and times they worked and a description of what they did and learned while on the job. Problems are handled by the coordinator and employer.

CONTACT Marie Barnes, Special Education and Work Experience Teacher
ADDRESS Glendale Unified High School District
Cortez High School
8828 North 31st Avenue
Phoenix, AZ 85021
PHONE 589-1527

MESA UNIFIED SCHOOL DISTRICT

ON-THE-JOB TRAINING PROGRAM

Mesa Public Schools provide at all their high schools a Special Education On-the-Job Training Program (OJT) for senior level students. OJT is a special education course that provides job readiness experiences in diversified occupations. Three high school credits are given for satisfactory participation in the program. Students must comply with the Mesa Public School's Policies and Regulations with special emphasis on attendance and participation. Failure to comply may result in removal from the program with loss of credit. Recommendations for enrollment are made through a multi-disciplinary conference and requires the approval of the special education OJT coordinator. To be eligible for OJT, the student must be eligible for and preparing to graduate upon completion of OJT, have completed a minimum of one year successful vocational skills training and have a comprehensive vocational assessment, or an approved alternative assessment. Two years of vocational skills training will be required in the '86-87 school year. Enrollment in the OJT related course is required, as well as participation in the OJT club. In addition, the student must spend an average of three hours per day on the job. Fifteen hours per week of volunteer work may be considered work experience. An unemployed student must spend his/her release time looking for work and must provide documentation of this activity. Each student is responsible for his/her own transportation.

CONTACT Mike Kauss, Special Education/Program Specialist
ADDRESS Mesa Vo-Tech
200 South Center
Mesa, AZ 85201
PHONE 898-6150

PHOENIX UNION HIGH SCHOOL DISTRICT

EXCEPTIONAL STUDENT VOCATIONAL PROGRAMS

The programs offered include the following:

GOODWILL.

Serves all handicapped categories with the purpose of providing work adjustment skills to enable students to develop appropriate worker traits to an employability level. The goal of the program is

PROGRAM MODELS AND CONTACT PERSONS

job placement. The setting is Goodwill Industries, 1401 North 16th Street, which is the receiving and distribution center for all Goodwill operations, which provides a wide variety of work stations for 20-30 students.

CONTACT Mike McKiernan
PHONE 258-7046

ENTERPRISE

Serves 24 low functioning EH students who can no longer benefit from academic instruction. Its purpose is to provide hands on skill development in areas appropriate to students interests and abilities, coupled with behavioral modification designed to increase students' appropriate job and social behaviors. The setting is a workshop with assembly manufacturing area, wood shop, steam cleaning-auto detailing area currently housed at AVC. The goal of the program is job placement.

CONTACT Mike Fassel
PHONE 257-3567

START

This program serves 9-12 TMH students and provides entry level job training to TMH students who show potential for competitive employment. Training is in areas that match student ability levels, such as custodial-janitorial training, kitchen clean up, laundry, and work in cooperation with AVC's Culinary Arts Program developing entry level kitchen preparation skills. The goal of the program is competitive employment. It is housed at AVC and utilizes the Culinary Arts department for kitchen clean up and preparation training, also uses AVC's laundry facilities, ground maintenance and janitorial skills on campus.

CONTACT Don Tate
PHONE 257-3570

JOBS IN INDUSTRY

Serves 10-15 LD, EH, EMH, and high functioning TMH students with a goal of job placement. It provides entry level job training to students who are ready to exit the academic programs on a comprehensive campus. The program has an actual job site setting with a variety of training stations. Current agreement is with Phoenix Hilton and Hillhaven Healthcare.

CONTACT Ginny Corder
PHONE 257-3733

AVC-ESP LIASON

Monitors all 20-30 Goodwill students, serves as teacher of record. Provides work experience placement for terminating Goodwill students, with the goal of successful job placement. The settings for the program are individual Goodwill job sites.

This program also serves all 165 handicapped students enrolled in AVC courses. The goal of the program is successful course completion and its purpose is to consult on AVC course selection for ESP students, monitors and counsels students, consults with home campus ESP staff and provides regular progress evaluations. The setting for the program is the AVC classroom.

CONTACT Robert Martin
PHONE 257-6336

PROGRAM MODELS AND CONTACT PERSONS

WORK EXPERIENCE (CAMPUSES)

Serves 240 LD, EH, and EMH juniors and seniors with the goal of providing successful work experience for high school credit. Provides career awareness, job search skills, and placement for job training and/or employment, with supervision of job sites. The program may be offered in conjunction with or subsequent to classes either specifically or incidentally related to career awareness and work adjustment skills. The program setting is either the campus classroom setting where related or the actual job sites of individual students.

CONTACTS		PHONE
AHS	Ron Scott	841-3163
BHS	Tom Reale	849-7331
CHS	Karen Van Alstine	957-5990
CeHS	Charyn Berg	234-8441
HHS	Verna Bragg	269-4120
	Ron Knauel	269-4120
	Marsha McManaway	269-4120
MHS	Linda Lambert	848-2854
SHS	Charles Dean	243-2174
BACE	Janet Hull	253-1175

WORK EXPERIENCE (DESERT VALLEY)

Serves 8 TMH students who show employment potential with a goal of providing successful job placement. It provides work adjustment skills and on-site job training to selected TMH students who are ready to exit Desert Valley. The classroom settings are individualy selected job sites where intensive hands-on training is provided by district staff and employer.

CONTACT	Marna Dagget
PHONE	251-3905

WORK EXPERIENCE (DESIDERATA)

Serves 10 severe EH students with a goal of providing successful work experience. It provides evaluation of job readiness through actual training site exposure. It provides a limited number of JTPA slots for job ready students. The program has an on-site job training and job placement setting.

CONTACT	Windy Berns
PHONE	251-3978

PHOENIX DAY SCHOOL FOR THE DEAF

CAREER/VOCATIONAL EDUCATION

CAREER EDUCATION

Preschool through High School - Contains eight elements: Self Awareness, Economic Awareness, Career Awareness, Education Awareness, Decision Making, Beginning Competency, Employability, and Attitudes and Appreciations.

PREVOCATIONAL STUDIES

Sixth grade through High School - Prevocational courses are provided in six areas: Home and Consumer Economics, Business Education, Industrial Arts, Graphic Arts, Art Education, and Theater. All courses meet daily for one semester.

WORK EXPERIENCE

Juniors and Seniors - Several different types of work experience are offered.

ON CAMPUS: This work station is a non-paid station on campus in various departments, i.e., lunchrooms, library, classrooms.

PROGRAM MODELS AND CONTACT PERSONS

COMMUNITY STATIONS: This is a paid work station in the real world of business and industries, i.e., fast food restaurant, child care, department stores, etc.

SPECIALIZED ON-THE-JOB TRAINING: This station is for students that have decided on a certain occupation and want to pursue it. Usually students are placed in this training station during their senior year after training in an area vocational training center.

SUMMER JOB PROGRAMS: Through the cooperation of the Department of Economic Security, PDSD students have been placed in summer positions part-time.

INDEPENDENT WORK EXPERIENCE: Students find their own job leads. This student is then encouraged to discuss their prospective job with the Career/Vocational Coordinator in order to trouble shoot any prospective problems regarding interviews and qualifications for the job and job related problems.

AREA VOCATIONAL CENTER

Juniors and Seniors - Each student entering the Area Vocational Center (AVC) receives a complete vocational evaluation. The school has arranged a cooperative training program with the AVC at Phoenix Union High School. PDSD students whose major interest lies in vocational/occupational education and entry into the labormarket following graduation, or postsecondary vocational training, will be integrated into regular vocational classes at the AVE on a half day basis; the other half day will be spent on the PDSD campus in required academic courses.

CONTACT J.J. Farman, Director, Alan Molmod, Assistant Director
or Lonna Anderson, Career Education Coordinator
ADDRESS Phoenix, Day School For the Deaf
1935 West Hayward Avenue
Phoenix, AZ 85021
PHONE 255-3448

PIMA COUNTY SCHOOLS

WORK EXPERIENCE FOR THE HANDICAPPED

The Work Experience Project was initiated by the Pima County School Superintendent's Office and the Advisory Council of Work Experience for the Handicaped, which has representation from the following school districts: Flowing Wells, Sunnyside, Tanque Verde, Amphitheater, Sahuarita, Marana and Arizona School for the Deaf and Blind.

This Project serves 50 mildly handicapped students--learning disabled, emotionally handicapped, and/or economically disadvantaged who are at least 16 years old and can be classified as in danger of dropping out of school. These students have poor attendance records, lack appropriate grade for age status and have an inappropriate learning attitude. Thirty-five percent of these students have linkages with juvenile court. We all know these students: they are bright and can be job ready, but their educational needs are not within the sphere of course offerings at a traditional high school; they are typically dropped from school enrollment before they finish 10th grade. The 1987 mandate for completion of the 10th grade makes this proposal very timely, and the availability of JTPA funds for a project such as this allows school districts time and funds to develop a model before the mandate becomes a fact.

At least one special education teacher at each high school will be trained to adapt the participant's curriculum so that vocational education can be integrated into the regular curriculum for the students. The students will learn job acquisition skills, such as interviewing, job search skills, resume preparation, applying for employment and job appropriate, job maintaining behavior. At least one counselor in each high school will be trained to provide group counseling to specifically center on vocational guidance and work related problems. All students will receive a vocational evaluation.

PROGRAM MODELS AND CONTACT PERSONS

All parents will attend atleast one parent workshop where they will receive information on current trends in vocations, specific information related to their child's career ladder and counseling techniques. Each student will be placed in a supervised community work station on a non-paid basis, according to his/her vocational interest. They will be training on the job at least two half days per week and receive school credit.

Upon completion of the school year, the students will either opt to complete high school in a vocational program, receive a paid job or choose to attend Job Corps, Pima Community College or other training agencies. If appropriate, the students will be transitioned into Vocational Rehabilitation.

WORK ADJUSTMENT PROGRAM

Serving Handicapped Students in Marana, Sunnyside, Amphitheater, Tanque Verde and Flowing Wells School Districts and Arizona School for the Deaf and the Blind in Pima County.

This Project provides vocational work adjustment opportunities for 29 identified handicapped students with compounded characteristics of inappropriate behaviors and attitudes. They participate in the work adjustment program and develop job skills necessary for obtaining and holding a job, or for continuing vocational programming. Advisors assist the participating studens to enroll in appropriate vocational rehabilitation programs.

The Pima County School Superintendent contracts with a work shelter agency to provide services for handicapped students. A project coordinator, who is special education and vocational education certified, manages the project under the direction of the Pima County Education Services Coordinator. Funds for excess costs such as the coordinator's salary and transportation are provided by the school districts. A staff team from each school is provided with local funds to evaluate the students, provide program input and direction, communicate with parents, and direct the in-school activities.

Parents are consulted when the Individualized Education Plan is formulated and are included in the school staffing before the recommended vocational assessment takes place. Parents review the school staff recommendations and are given the opportunity to visit the educational and work experience program. They are involved in the decision making to place their child in the work experience program and are invited to the evaluation of their child. At least one parent of a participating student serves on the advisory council, and parents are encouraged to assist with follow-up evaluations after the student completes high school and is placed on the job or into further training.

CONTACT Darleen Videen, Director
ADDRESS Pima County School Office
130 West Congress
Tucson, AZ 85701-1317
PHONE (602) 792-8451

PINAL COUNTY SPECIAL EDUCATION SCHOOL

Pinal County Special Education School is a school committed to high-quality education for handicapped students who are able to function successfully in a smaller more structured environment. Students have the ability to optimize their potential for learning by the utilization of state-of-the-art educational methods and technology.

The campus, a modern, well-equipped facility, consisting of seven buildings (cafeteria, vocational shop, library, classrooms, maintenance, office and conference rooms) is located at the Mary C. O'Brien School which is 11 miles east of Casa Grande, 11 miles southwest of Coolige and 11 miles north of Eloy.

VOCATIONAL TRAINING

Shop
Simulated Work Activity Training
Vehicle Care and Maintenance
Gardening

Campus Work Experience
Work Adjustment Counseling
Banking and Shopping
Home Economics Program

PROGRAM MODELS AND CONTACT PERSONS

COMMUNITY AWARENESS

Community awareness is vital to the success of Pinal County Special Education School. Participating in a unique program is First Interstate Bank of Casa Grande. Vocational students receive a small hourly stipend for on-campus employment. Bi-weekly, students visit this local bank to process their payroll checks.

Bank tellers train and instruct the students on the correct banking procedures such as check endorsement, checking and saving deposits and calculating correct change.

This innovative program is an example of increased motivation for student productivity and self-confidence.

VOCATIONAL TRAINING

S.W.A.T. (Simulated Work Activity Training) was nominated and elected one of the best and most unique programs in special education in the State of Arizona.

It is a simulated workshop environment for 30 students (14-22) who demonstrate the necessary prevocational skills and behaviors. In the S.W.A.T. program a currency-based economy is used to increase production, pre-employment attitudes and behavior. When students exhibit production quotas they receive a S.W.A.T. dollar. These dollars in turn are exchanged at the school token economy store for various food items, records, games, jewelry and paper and pencils.

The vocational program includes shop classes in wood craftsmanship or welding. The certified staff and paraprofessionals instruct and train students in developing such skills as machine operation, painting, staining and sanding. Students have contracted with local merchants to make bookshelves, chairs, step-stools, towel racks and lamps. They are also trained to repair small engines.

Students learn the importance of safety techniques, safety apparel and the proper use of tools in relation to excessive heat and fire.

In the process of constructing marketable wood and metal products, the students are given the opportunity to see their work completed in a finished, useful and valuable form.

CONTACT G. Lane Patrick, Vocational Education Coordinator
ADDRESS Mary O'Brien School
11-Mile Corner Rural Branch
Box 3125
Casa Grande, AZ 85222
PHONE 723-5371

PRESCOTT UNIFIED SCHOOL DISTRICT

CAREER EDUCATION PREPARATION AND EXPERIENCE PROGRAM

CAREER PREPARATION

There are three programs that give the students basic vocational skills. The students are assessed to determine their basic skills and then placed in the appropriate program. There is ongoing assessment of each student so when the student meets the competencies of a program he/she is moved to the next program. The programs are as follows:

PRODUCTION

Students learn basic skills, i.e., staying on task, assembly skills, eye-hand coordination, size/shape discrimination. These skills are learned through contract work from community business. The students are paid by piece rate while learning the skills. This has proven to be an excellent motivator for the students.

PROGRAM MODELS AND CONTACT PERSONS

PRE-VOCATIONAL EXPLORATION (Formerly W.A.T.C.)

The program is comprised of a number of work stations. The focus of the pre-vocational exploration program is to develop basic skills in a number of areas. It also provided the students the opoprtunity to explore different vocational areas and develop positive worker traits.

GENERAL TRADES

General Trades is a program that offers the students the opportunity to receive work experience in the community in a number of different areas. The program is designed to be a transition from a closely supervised work program to community placements that require independence and less supervision.

VOCATIONAL TRAINING AND EXPLORATION

The Vocational Training and Exploration Program provides for a continuation of programs from production to saleable skills. The programs include:

VOCATIONAL EXPLORATION

This course offers the students the opportunity to explore: Health Care, Cleaning Service, Carpentry/Construction, and Food Service. They are set up as four 9-week courses.

HEALTH CARE

This course focuses on basic health skills leading to jobs in the health care field, i.e., nurses, aide, orderly.

CLEANING SERVICE

This course focuses on basic cleaning skills leading to saleable skills in the cleaning service field, i.e., janitorial and housekeeping.

CARPENTRY/CONSTRUCTION

This course focuses on the skills necessary to procure an entry-level job in this area, i.e., laborer, carpenter's helper.

FOOD SERVICE

This course provides the basic skills necessary to procure an entry-level field with skills that are necessary to be successful, i.e., food preparation.

WORK EXPERIENCE PROGRAM

The Work Experience Program is the end product of the training provided in the CEPEP Program. Students get into Work Experience after a Vocational Career Assessment and at least one semester of successful experience in one of the Vocational Training Classes.

The Work Experience Program uses a number of programs to help employers with the payment of the students. While in training, most of the students need extra training time in order to be successful. There are three levels of training with close supervision. They are Semi-Independent, Community placement with trained supervisors, and Independent Competitive Employment. The Semi-Independent student is usually subsidized. (A list of employers is attached).

PROGRAM FOLLOW-UP

The CEPEP Program has followed the graduates of the program since 1980. Each student is followed up for three years. Follow-up letters are sent to the parents asking them to evaluate the

PROGRAM MODELS AND CONTACT PERSONS

program and also to let us know where the student has worked. With this information, we send letters to the employers asking them to evaluate the student's employability skills.

CONTACT John Paris, Special Needs Vocational Advisor
ADDRESS Prescott School District
300 South Granite
Prescott, AZ 86301
PHONE 445-5400, ext. 357

SCOTTSDALE UNIFIED SCHOOL DISTRICT

VOCATIONAL EDUCATION PROGRAMS

The services for handicapped students include the following: 1) A Life Skills class taught in each high school Learning Resource Center is a recommended prerequisite for Work Experience. 2) A comprehensive vocational assessment, exploration and guidance for educational and vocational planning. 3) A Job Prep-class taught at the Vocational Technical Center which is an introductory hands-on experience introducing students to tools, vocabulary, work attitudes and behaviors, and basic skills in woodworking, metals, automotive maintenance, bicycle repair, gas engines, business machines and vocational exploration. 4) Helper programs in five of the regular vocational programs at the Vocational Technical Center.

WORK EXPERIENCE PROGRAM

The Work Experience Program is available to junior and senior high school special education students. The program is two-phase: Academic Instruction for one hour each day for two semesters and Field Based Community Placement in addition to the classroom instruction. Students may earn one and a half credits each semester for participation in the two phase program. The Work Experience Program provides academic job skills as well as the opportunity to explore and develop career goals in a structured and monitored program. The Academic phase of the program provides the students with instruction in Career Awareess, Self Awareness, Finding a Job, Applying for a Job, The Interview, Job Thinking Skills, Job Information Skills, Job Attitudes, Leaving a Job, and Personal Independence Skills. The Field Based Community Placement phase provides the students with a part-time employment situation in the community, based on individual needs and identified objectives developed in the I.E.P. This program is monitored by a qualified Job Developer on the Special Education Staff.

CONTACT Donnie Ross,
Special Education Complex Coordinator
ADDRESS 3811 North 44th Street
Phoenix, AZ 85018
PHONE 952-6102

Kathy Roberts,
Work Experience Instructor
Coronado High School,
2501 North 74th Street,
Scottsdale, AZ 85257
990-4354

SIERRA VISTA UNIFIED SCHOOL DISTRICT

The Work Experience/Vocational Education program for secondary handicapped students consists of three components or levels that relate to the functioning levels of the student.

Lower functioning students that would diagnostically translate to the Trainable Mentally Handicapping conditions receive vocational programming at the Day Care - Basic Skills and Work Activities levels. Specifically, they receive education in the areas of following directions, social and interpersonal skills, personal hygiene, as well as in such work activities as sweeping, mopping, cleaning, dusting, washing, making beds, setting tables, etc. These activities are integrated into their school routine through the supervised preparation of their lunch and subsequent clean up of the kitchen and cafeteria areas. This level of vocational training is highly supervised and is conducted essentially within the confines of a self-contained educational center.

Higher functioning students that would generally fall into the classification of Educable Mentally Handicapped receive adacemic instruction at a self-contained, but resource room oriented class located on the regular high school campus. The curriculum is focused on developing functional math and reading skills as well as functional science and social studies oriented toward developing quality of life daily living skills. In concert with this, students receive work study experience in vocational areas that are consistent with functioning levels, i.e., janitorial, food service, animal care, etc. These students function within actual job sites, however, most of which are within the confines of school operations.

Secondary students that are functioning at the resource room level, generally students who have been diagnosed as Learning Disabled or Emotionally Handicapped, are given the opportunity to participate in regular vocational or Business Education courses. In addition, most students at the 11th and 12th grade levels are given the opportunity to participate in a Work-Study/Work Experience program.

The Work-Study/Work Experience program consists of both classroom and on-site work experiences. The classroom portion consists of orientation to job seeking skills and introduction to the interpersonal aspects of the world of work. The on-site portion consists of placement in various business and occupational areas within the community. Vocational assessment consisting of a battery of interest, aptitude and achievement testing, as well as behavioral and emotional observation, is used as a basis for job placement in the Work-Study/Work Adjustment program.

In summary, the vocational programming of secondary handicapped students is provided in levels, based upon the functioning levels of the students.

CONTACT Nancy Friedman, Director of Pupil Personal Services
ADDRESS Sierra Vista Unified School District
4001 Fry Blvd.
Sierra Vista, AZ 85635
PHONE 458-4391, ext. 209

TEMPE UNION HIGH SCHOOL DISTRICT

EXCEPTIONAL STUDENT PROGRAM VOCATIONAL PROGRAMS

The district has a number of programs to serve the needs of a varying number of students:

VOCATIONAL TRAINING ON CAMPUS

Has the goal of providing employment in the community. It serves all handicapped categories with the purpose of learning entry level skills for employment. Each student must perform to level in business, art, home economic, industrial arts and regular classrooms. This is a resource program that will support students needing assistance.

CONTACT Department chairperson for special Education

VOCATIONAL TRAINING OFF CAMPUS

Refines the entry level skills and serves all handicapped categories. The setting is Mesa Vocational Tech, Maricopa Skill Center and others. Monies are provided for students needing additional training.

CONTACT Ms. Jean Paisley
PHONE 839-0292

EMH VOCATIONAL EXPLORATION

Is designed to acquaint and adapt students to the work environment and serves educationally mentally handicapped students. The goal of the program is to provide skills and allow students to learn good work behaviors. The settings for this program are: Marcos de Niza and Corona del Sol.

CONTACT	Ms. Donna Hahn	Ms. Patty Vogel
PHONE	838-0292	838-0454

PROGRAM MODELS AND CONTACT PERSONS

CAREER EDUCATION THROUGH COMMUNITY INVOLVEMENT

Serves EMH students at Marcos de Niza with the goal of providing an awareness of interest and work. The student receives exposure to interest as a practical application of classroom skills to work. The setting varies among work sites in the local community.

CONTACT Mr. Steve Noone
PHONE 838-3200

TMH VOCATIONAL TRAINING

Serves TMH students at Getz with the goal of providing employment in the community. It provides training in specific skill area in the setting of the Vocational classroom at Getz Sheltered workshop.

CONTACT Ms. Debbie Tracy
PHONE 839-7170

THE RESOURCE CAREER CENTER

Serves mainly LD and EH students plus some EMH and PH students. Its goal is to help make appropriate career choices and provides exploration into careers and skills needed to succeed in the work environment. The setting is the Resource room career class at Tempe, McClintock, Marcos de Niza and Corona del Sol.

CONTACT Department Chairperson for Special Education

WORK EXPERIENCE ON CAMPUS

Serves all handicapped with a goal of skill and work behavior training, its purpose is to provide successful work experience at a job site campus.

WORK EXPERIENCE OFF CAMPUS

Serves all handicapped and its purpose is to provide successful work experience at a job site in the community. The setting for both these programs is Tempe, McClintock, Marcos de Niza, Corona del Sol and Getz.

CONTACT
Ms. Barbara Maddux, Work Experience Coordinator
ADDRESS Tempe Union High School District
500 West Guadalupe Road
Tempe, AZ 85283
PHONE 839-0292

TUCSON UNIFIED SCHOOL DISTRICT

SHELTERED WORK EXPERIENCE PROGRM (SWEP)

SWEP is a district-wide program. Two SWEP Representatives coordinate the program. The program operates like a subcontractor. When a bid is accepted, the SWEP Representatives determine which students can do the job. Arrangements are made for delivery of materials. Instructors at the schools supervise the students. Both paying and non-paying jobs have been accepted.

The purpose of the Sheltered Work Experience Program is to provide work experience training and production experience within a classroom, workshop or in some instances on work sites under the close supervison of school instructors.

SWEP operates year-round. Current projects range from mailing and packaging jobs to aerospace component assemblies. Some schools have ongoing SWEP classes where students do projects year-round. These classes provide a simulated work setting. These classes may generate projects that can be sold. Other schools do projects before school such as bagel sales.

Schools with well-established SWEP classes are Catalina High School, Sahuaro High School, Howenstine, and Urquides.

ON-THE-JOB TRAINING (OJT) PROGRAM

Each secondary school provides on-the-job training opportunities. All but one of the schools has a full-time Job Developer who works with students to prepare them for job opportunites, finds appropriate jobs and monitors progress. Students having difficulty may be referred to a vocational rehabilitation specialist who serves regular high schools and works with Job Developers as needs arise.

VOCATIONAL EVALUATION CENTER

The Vocational Evaluation Center provides vocational assessments on eligible students. The assessment process generally involves testing, counseling, career exploration and observation. Students are given the opportunity to explore many kinds of jobs through hands-on experience using tools and a variety of work tasks.

At the end a written evaluation is provided to parents and the school. The teacher or Job Developer can utilize the information to help the student with career decisions and entry in thejob market.

PRE-VOCATIONAL TRAINING

Some high schools offer specific classes for students to prepare them for future work experience. Examples of classes offered include: Special Education Industrial Arts, Special Education Home Economics, Special Education Business Typing, Special Education Home Living, Career Investigation, Employment Training, Work Adjustment, and Sheltered Work Experience Program.

CONTACT	Betsy Bounds, Assistant Director of Special Education
ADDRESS	Tucson Unified School District P.O. Box 40400 Tucson, AZ 85717
PHONE	882-2421

YUMA UNION HIGH SCHOOL DISTRICT

ON-THE-JOB TRAINING AND JOB SURVIVAL SKILLS

The goal of the class is to assist handicapped students to gain and retain full time, non-subsidized employment. The employment should reflect the students' areas of interest as well as maximize the use of the individual's abilities. Initial identification of students occurs as a result of the multidisciplinary team recommendation. Students recommended for on-the-job training (OJT) will also be recommended for the Job Survival Skills class. One-half credit per semester will be awarded. Class activities are designed to give training in job survival skills, independent living skills, assertiveness training, interpersonal communication, money management, and to also provide a "high support system" for students who are involved in a work experience, or on-the-job training. To be eligible for OJT, the student must: 1) be recommended by the Multidisciplinary committee; 2) be in the third or fourth year of high school; 3) be sixteen years of age or older; 4) undergo a vocational evaluation by YUHSD Evaluation Center; 5) attend other classes. Job training is terminated if student drops from school. Placement of the student into a training site is aided by the vocational evaluation. A rate of $3.00 per hour is contracted for the training station services. The training site bills the High School District for the hours agreed upon per week. The handicapped student receives an amount that corresponds to the student's capabilities and progress.

CONTACT	Ms. Suzanne Spoden, Director of Special Education, Mr. George Daniels, Job Developer
ADDRESS	Yuma Union High School District 3100 Avenue A Yuma, AZ 85364
PHONE	344-3825

PROGRAMS FROM OTHER STATES

GLOUCESTER TOWNSHIP CAMPUS

SPECIAL NEEDS DIVISION

The program is specifically designed to serve classified students who have physical, mental or environmental learning handicaps. (But not severely emotionally disturbed or trainable students.) According to the individual student's needs, abilities and interests, students are provided with preadmission diagnositc tests and evaluation, specific skills training in Special Needs shops, specific skills training in mainstream shops, on-campus pre-employment experiences, and off-campus job placement. Admission to the day program is made through the student's local: 1) Department of Special Services; 2) Superintendent of Schools' Office; 3) Guidance Department. Students to be considered for admission must be classified handicapped by the Child Study Team (of the sending school district) and should generally be between the ages of 14 to 18. All applicants are required to participate in a three week pre-entry diagnostic program during the year prior to anticipated entry. The diagnostic section of the Special Needs Center also includes two other evaluative areas: 1) Wood Working, 2) Foods/Sewing/Business. Shops for specific skill training in special needs include auto body, building maintenance, carpentry, distributive education, landscaping, masonry, office occupations, service station, welding, barbering, building trades, design tailoring, food service, home health and related occupations, ornamental horticulture, plastics, and small engines. Students are required to complete prescribed programs of studies in English, U.S. History, Mathematics, and Physical Education. Work related experiences on campus include an automotive service station, retail store, barber shop, and garden center. One of the ultimate goals of the Special Needs Dvision is to help prepare students to be successful in the world of work. Three work experience programs are provided to reach this goal. Co-op Work Program provides actual part-time experience in industry for which students receive pay and are supervised by the school coordinator. Work-Study Program provides work experience on the school campus after school hours for which students receive pay and are observed by the school supervisor. Student-Volunteer Program provides part-time learning experiences (off campus) in non-profit organizations for which students receive no pay and are supervised by the school coordinator.

CONTACT Mr. Troxell, Director of Special Needs Division,
ADDRESS Gloucester Township Campus
Camden County Vocational and Technical School
Berlin-Cross Keys Road
P.O. Box 566
Sickelerville, NJ 08081
PHONE (609) 767-7000, ext. 540

916 AREA VO-TECH INSTITUTE

CAREER EDUCATION FOR SPECIAL NEEDS

The 916 Area Vo-Tech Institute in White Bear Lake, Minnesota through its Special Education Rehabilitation and Vocational Education (SERVE) Center provides equal educational opportunities for students with special needs. It serves a nine school district area. The philosophy revolves around the involvement and integration of students with special needs into the vocational training programs offered in the school district. SERVE Center services include vocational evaluation, career exploration, including work samples and one to two week job try out in an actual training program, supplemental resources instruction, related math and reading instruction,job seeking/keeping instruction, and an interpreter support program for the deaf. Curriculum specialists are available to assist vocational instructors in developing their own program curriculum. Linked to SERVE are programs for the trainable mentally handicapped and a treatment center for chemically dependant youths.

CONTACT E. Dale Birkeland, Superintendent; Bill Warner, A.V.T.I. Director;
Earl Brunberg, Assistant Director
ADDRESS 916 Area Vo-Tech Institute
3300 Century Avenue North
White Bear Lake, MN 55110
PHONE (612) 770-2351

PROGRAMS FROM OTHER STATES

PEEKSKILL/BOCES OF PUTNAM NORTHERN WESTCHESTER

A COOPERATIVE WORK-EXPERIENCE PROGRAM

The Peekskill/Boces Work Experience Program is a cooperative effort between a local secondary school and a state area education agency for transitional service from high school to competitive employment for high risk, handicapped students through the development of acceptable work-readiness skills (behavior and attitudes). The program consists of four stages: 1) Assessment and evaluation - To determine the level of work readiness. 2) Pre-vocational training - To learn appropriate work readiness skills. 3) Work experience (the bridge to competitive employment) - To apply learned skills in a supervised work situation. 4) Competitive employment - To maintain employment in the free enterprise system. Any Peekskill Special Education Student between the ages of 15 and 21 is eligible to enroll in the Work Experience Program. For the '84-85 school year, the program targeted 30 behavior disordered/potential dropout adolescents from the Peekskill system. During the year, four students were dropped from the program The program has shown significant statistical changes in the following areas of the students behavior with the school environment; a) increase in daily attendance; b) increase in grade averages; c) decrease in the number of behavioral referrals and suspensions; and d) decrease in the incidence of inappropriate verbal behavior in the classroom.

CONTACT Joseph Wychunas, Educational Coordinator
ADDRESS Peekskill High School
Peekskill, NY 10566
PHONE (914) 737-3300

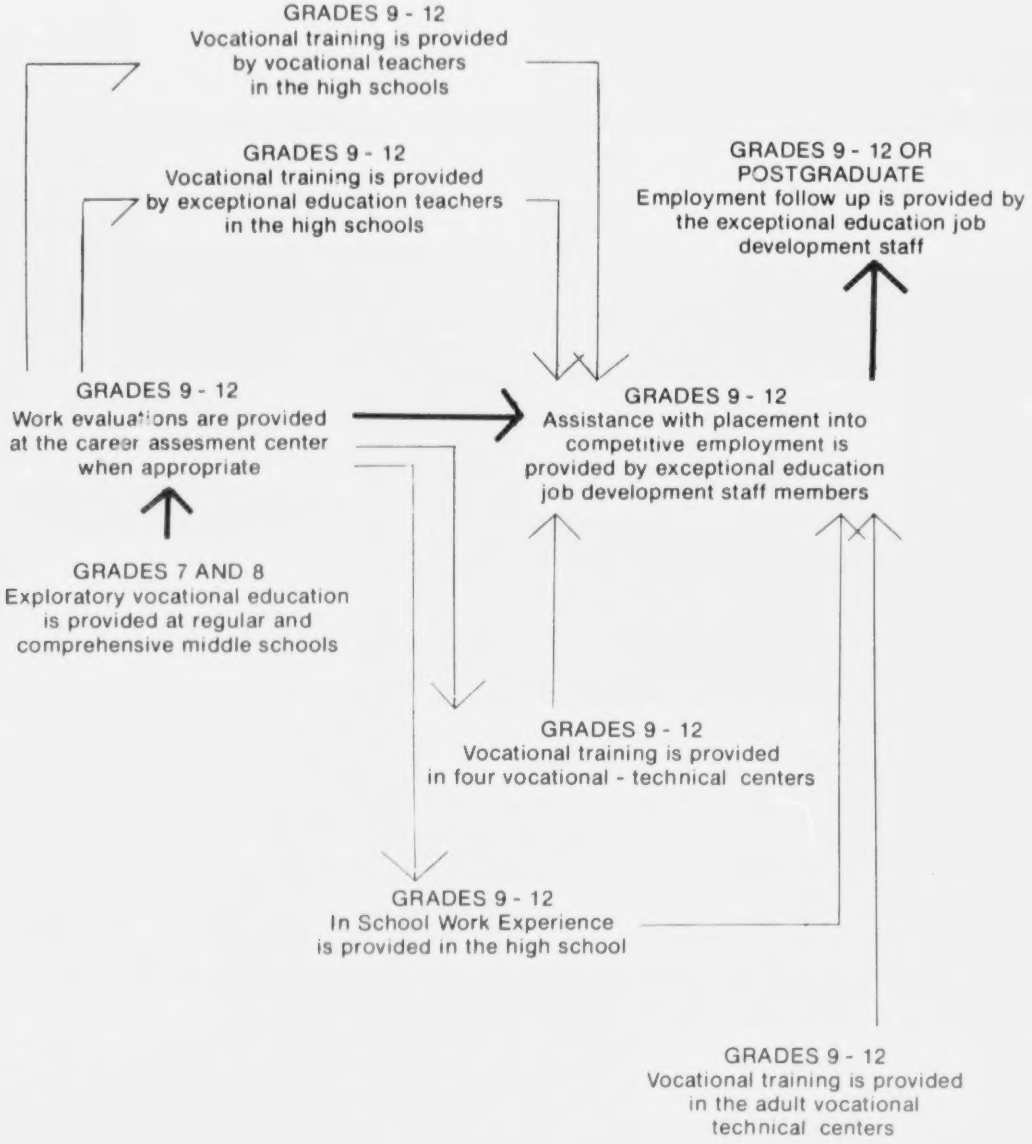
Paul D. Lucas, Placement Coordinator
BOCES Education Center
Yorktown Heights, NY 10598

(914) 245-2700, ext. 389

PINELLAS COUNTY'S SCHOOL RESOURCES FOR THE VOCATIONAL EDUCATION OF EXCEPTIONAL STUDENTS

Pinellas County Schools provide secondary exceptional students with work evaluation, vocational training, job placement, and job followup. A work evaluation center has been provided on the campus of Richard L. Sanders School. The students' vocational interests, abilities, preferences, and aptitudes are measured. Exceptional students may be enrolled in regular high school vocational classes, exceptional student vocational classes, or they may be bussed to Pinellas Vocational Technical Institute, St. Petersburg Vocational Technical Institute, or the Seminole Vocational Education Center. In the high schools, the exceptional student teachers work closely with the vocational teachers and provide remedial academic assistance when necessary. A competency-based curriculum is used in the vocational centers and allows the student to progress at his/her own rate through a program to the upper limit of their ability. When that upper level is reached, the competency level achieved is examined and an attempt is made to find a competitive job with duties that watch the student's level of competency. The Job Placement/Follow-up program employs a Job Development Staff that serves all 14 high schools. They are responsible for matching exceptional students with job opportunities and providing follow-up once the students have been placed.

PROGRAMS FROM OTHER STATES



GRADES 9 - 12
Vocational training is provided
by vocational teachers
in the high schools

GRADES 9 - 12
Vocational training is provided
by exceptional education teachers
in the high schools

GRADES 9 - 12 OR
POSTGRADUATE
Employment follow up is provided by
the exceptional education job
development staff

GRADES 9 - 12
Work evaluations are provided
at the career assesment center
when appropriate

GRADES 9 - 12
Assistance with placement into
competitive employment is
provided by exceptional education
job development staff members

GRADES 7 AND 8
Exploratory vocational education
is provided at regular and
comprehensive middle schools

GRADES 9 - 12
Vocational training is provided
in four vocational - technical centers

GRADES 9 - 12
In School Work Experience
is provided in the high school

GRADES 9 - 12
Vocational training is provided
in the adult vocational
technical centers

CONTACT Mr. Dennis Whipple, Supervisor of Vocational Education
for Exceptional Students
ADDRESS 1895 Golf-To-Bay Blvd.
Clearwater, FL 33575
PHONE (813) 442-1171

PROGRAMS FROM OTHER STATES

RICHMOND UNIFIED DISTRICT

THE EMPLOYMENT RETENTION PROGRAM

The Employment Retention Program is a model demonstration transitional program which attempts to secure long-term employment for graduating students with disabilities. The program uses supported employment concepts in maintaining the placement of a disabled youth on the job. Behavioral technology is used to fade out educator supervision and to transfer stimulus control to natural supervisors, cues, and reinforcers. The program focuses on Social Skill Training as a critical mediator of employment success. A cross-categorical population is served including mental retardation, learning disabilities, behavior disorders, physical handicaps, and sensory impairments. The program expands teacher competencies to include job procurement and on-site training. A designated teacher is selected as the vocational special educator at each of the six high schools in the school district. Interagency coordination between the departments of Special Educaiton, Rehabilitation, Vocational Education, and the Business community is an essential component.

CONTACT ADDRESS
Robert Gaylord-Ross, Project Director
Richmond Unified School District
1108 Bissell
Richmond, CA 94802

PHONE (415) 234-3825

TECHNOLOGICAL EMPLOYMENT PROJECT

An on-site vocational training program for non-employable students with serious handicaps. A heterogeneous/cross-categorical model is used. The program trains adolescents attending the Richmond Unified School District at technological work sites. An interagency agreement has been established between the University, LEA, and industry. Cooperating businesses are the Chevron Research Company and American Telephone and Telegraph. The students are trained with a community classroom approach. They learn through hands-on experience how to perform technological tasks and to exhibit appropriate social behaviors at the job site. Paraprofessionals are used as trainers and a Buddy System with regular employees is employed. Competency-based evaluation with industrial standards is used. The project demonstrates how students with serious handicaps can master technological vocations and be better prepared for the rapidly changing work world.

CONTACT ADDRESS
Cory Gaylord-Ross, Project Coordinator
The Technological Employment Project
Special Education Department
San Francicso State University
1600 Holloway Avenue
San Francisco, CA 94132

PHONE (415) 233-5549 or 469-1161

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